DOCUMENT RESUME

ED 254 308 PS 014 703

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TITLE [Corporal Punishment. Three Works:] The Influence of Corporal Punishment on Learning: A Statistical Study. The Bible and the Rod. 1001 Alternatives to Corporal Punishment, Volume One.
INSTITUTION Committee to End Violence Against the Next Generation, Berkeley, CA.
PUB DATE 84
NOTE 80p.
AVAILABLE FROM EVAN-G/Generation Books, 977 Keeler Avenue, Berkeley, CA 94708.
PUB TYPE Reports - Research/Technical (143) -- Viewpoints (120)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Academic Achievement; Behavior Modification; *Biblical Literature; Classroom Techniques; *Corporal Punishment; *Crime; *Discipline Policy; Elementary Secondary Education; Positive Reinforcement; Punishment; Social Reinforcement; Suspension; Timeout

ABSTRACT

Arguments against the use of corporal punishment in schools are presented in the three publications collected here. "The Influence of Corporal Punishment on Learning: A Statistical Study," by Adah Maurer and James S. Wallerstein, examines the relationship between rates of corporal punishment use and noncompletion of high school in the 50 states. Results, which indicate a negative correlation between use of corporal punishment and high school graduation, are discussed in terms of other research showing the ill effects of corporal punishment. An attachment describes the long-lasting effects of physical punishment in terms of involvement in serious crime. "The Bible and the Rod," also by Adah Maurer and James S. Wallerstein, argues that Biblical support for beating children comes only from the Proverbs of Solomon. Biblical quotations from Jesus, St. Paul, and the Apostle John are presented that do not support corporal punishment. Finally "1001 Alternatives to Corporal Punishment in Schools, A Practical Handbook of Outrageous, Original and Sometimes Useful Ideas," by Adah Maurer, discusses the present trend away from corporal punishment, alternative forms of punishment used in schools, and ways to prevent having to use punishments to keep order. (CB)

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THE INFLUENCE OF CORPORAL PUNISHMENT ON LEARNING:

A STATISTICAL STUDY

— by —

ADAH MAURER

and

JAMES S. WALLERSTEIN

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977 Keeler Avenue

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THE INFLUENCE OF CORPORAL PUNISHMENT ON LEARNING: A STATISTICAL STUDY

by Adah Maurer and James S. Wallerstein

In *Ingraham Versus Wright*, the United States Supreme Court, by a 5-4 vote, sanctioned the use of corporal punishment in the schools. The Court majority contended that it was necessary, or at least desirable, for the education of youth.

Corporal punishment was, concededly, a violation of "the child's right to liberty." But this right must be balanced against the needs of the school administration to provide "effective education." (1)

Balancing the "right to liberty" against the requirements for educational achievement, the Court reached what they termed "a balance of interest". Corporal punishment was allowed. But it must be "moderate", "reasonable", "justified", and must "serve an educational purpose".

The Court majority made no effort to determine whether physical punishment promoted better learning or, indeed, served any educational purpose at all. They assumed it did merely because it was being practiced.

But what if corporal punishment has a negative and destructive effect on learning? What if it impairs rather than stimulates education? Then the Supreme Court's justification for corporal punishment is without foundation. The true interest of any competent school administration is not opposed to, but in conformity with, the child's right to be free of bodily violence.

The authors submit that the Supreme Court majority was mistaken. Statistical studies reveal that *corporal punishment has a negative effect on educational achievement.*

GRADUATION FROM HIGH SCHOOL

There are no universal achievement tests for measuring the learning of American students. Many jurisdictions have Regents or minimum competency tests, but these differ from State to State. Indeed, any educational examination drawn up by experts would be criticized by other experts for ethnic, economic, or cultural bias.

Although a universal examination cannot be established and agreed upon, a standard does exist. The proportion of youth in a school system who complete the twelfth grade and graduate from high school

evaluates that school system, not by some arbitrary test, but by its own standards.

The accompanying table shows the school age population (five to nineteen) of the fifty States as reported in the recent Census *(2)*, incidents of corporal punishment in each State based on reports to the Office of Civil Rights *(3)* and finally, the number of high school graduates per thousand school age youths *(4)*.

A negative correlation was found between the extent of corporal punishment and the proportion of youths graduating from high school:

$$r = -0.54$$

The States higher in corporal punishment are also higher in school drop-outs and lower in the proportion of high school graduates.

WHY STUDENTS DROP OUT

There is also a large negative correlation between the incidence of corporal punishment and the proportion of youths attending college. But here other factors, particularly financial considerations, are likely to be paramount. Relative poverty is not a very significant factor in determining whether a student completes high school. High schools are free of tuition and textbook costs and those in need are provided with school lunches. Employment opportunities for those dropping out of high school are meager. Youths who cut short their high school studies are moved less by a chance to earn money than by dissatisfaction with the school experience.

The use of the paddle appears to be most intense in the sensitive and formative junior high school years (twelve to sixteen). Thus, in Dade County (Miami), Florida, in 1983, corporal punishment had been abolished in 62 percent of the high schools, and in 31 percent of the elementary schools. But it continued in 89 percent of the junior high schools.

Youths at this age, on the threshhold of manhood or womanhood, deeply resent buttock beating as shameful and degrading. Such mistreatment, the Miami Herald reports *(5)*, has led to extensive drop-outs. This confirms the findings of our current survey.

Similarly, the American Public Health Association reports that physical punishment "actually interferes with the process of learning, which is the main goal of educational systems". *(6)*

Of course, there are other reasons why students abandon their high school studies. Corporal punishment goes hand in hand with poor teaching, and it is difficult to determine which is the cause and which the effect.

EFFECTS OF CORPORAL PUNISHMENT

Many studies have shown the harmful effects of corporal punishment in the schools. It has been shown to increase vandalism *(7, 8, 9)*. It stimulates violence, aggression and bullying *(10, 11)*, crime and delinquency *(12, 13)*, emotional disorders *(14)* and sexual abnormalities *(15, 16)*. It endangers a student's health and may cause permanent physical damage *(17, 18, 19)*.

Physical punishment in the home significantly reduces school achievement, as was shown in a study of junior high school students in Illinois *(20)*.

Extensive physical punishments in the childhood and early adolescent years substantially increases the likelihood of drug addiction in later life *(21)*.

It is now manifest that corporal punishment in the schools also exercises a negative influence on learning and inhibits educational achievement. Learning requires a positive relationship between pupil and teacher, a relationship that is destroyed by corporal punishment.

Physical punishment in the schools thus serves *no* educational purpose. It has no rational, legal or moral justification.

SUMMARY

There is a *negative* correlation of $r = -0.54$ between corporal punishment in the American public schools and the proportion of school-age youths graduating from high school.

Physical punishments in the schools are shown to impede learning and to reduce educational achievement. States high in corporal punishment have, on the average, more school drop-outs, more school failures and a lower proportion of school-age youths graduating from high school.

The legal and moral argument that corporal punishment in the schools is necessary, or at least helpful for education, is without merit. In fact, the opposite is true.

RELATIONSHIP OF CORPORAL PUNISHMENT AND HIGH SCHOOL GRADUATION IN THE FIFTY STATES

State	School Age Population (5 to 19) in Thousands	High School Graduates per thousand youths	Corporal Punishments per 1000 Pupils
Delaware	151	73.0	29.2
Minnesota	1028	67.5	3.9
Nebraska	386	65.8	1.9
Iowa	721	65.7	3.0
North Dakota	164	64.9	0.7
Montana	197	63.7	3.9
Wisconsin	1205	63.3	0.9
Massachusetts	1384	62.6	0.0
Connecticut	750	61.8	0.6
South Dakota	176	61.3	0.6
Pennsylvania	2826	61.3	13.1
New Jersey	1783	61.2	0.0
Maine	283	60.7	0.0
Hawaii	234	60.2	0.0
New Hampshire	232	59.7	0.0
Kansas	563	58.1	12.7
Maryland	1055	58.1	5.5
Missouri	1200	58.1	40.6
Ohio	2775	57.6	47.1
Rhode Island	226	57.4	0.0
Vermont	132	57.1	0.4
Michigan	2431	56.6	9.1
New York	4191	56.6	0.6
Indiana	1418	55.3	41.0
Illinois	2834	55.1	12.6

RELATIONSHIP OF CORPORAL PUNISHMENT AND HIGH SCHOOL GRADUATION IN THE FIFTY STATES

State	School Age Population (5 to 19) in Thousands	High School Graduates per thousand youths	Corporal Punishments per 1000 Pupils
Colorado	709	54.5	5.9
Oklahoma	740	54.5	93.0
Washington	995	54.2	18.9
New Mexico	356	54.1	57.3
Idaho	250	54.0	7.6
Virginia	1326	53.6	18.4
Wyoming	119	52.5	11.2
Arkansas	581	51.7	125.5
Oregon	616	51.4	5.3
Alaska	106	50.8	15.8
California	5576	50.8	3.6
Utah	411	50.0	0.6
West Virginia	485	50.0	53.5
South Carolina	838	49.2	63.9
Louisiana	1142	49.1	50.7
North Carolina	1497	48.9	59.9
Kentucky	946	48.3	66.2
Texas	3703	48.2	95.1
Alabama	1020	48.1	93.4
Tennessee	1151	48.0	106.4
Nevada	187	46.8	21.2
Georgia	1447	46.2	96.0
Florida	2121	46.0	119.0
Arizona	686	44.8	30.6
Mississippi	704	44.5	109.2

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From studies of animals we have learned that avoidance behavior is the first reaction to pain. If escape is impossible the organism will attack anything available, a cagemate preferred, but lacking that, a tennis ball, the cage bars, or even itself, (Azrin and Holtz). Children, similarly, will attempt to avoid painful punishment by running away, lying, squirming, blaming others, hiding or whatever avoidance behavior can be devised. If escape is impossible, the child will, as soon as he is able, pass the punishment on to playmates, siblings, pets, dolls, or become destructive of his "cage," his toys, or school property. Child suicidal behavior, the second cause of adolescent deaths after accidents, is known to follow a long history of frustration and putdowns and to be triggered by a severe punishment episode.

Less well-known are the physiological concomitants of stress (Selye). Adrenalin output increases sharply during fear, anger and physical punishment, and when this is prolonged or often repeated, the endocrine balance fails to return to baseline. The victim becomes easily angered, and prone to poor impulse control, sudden outbursts and often, remorse and recidivism.

The delayed effect of punishment was clearly demonstrated in the Manhattan study which showed that aggressive violence at age 15 was directly correlated with the amount and severity of physical punishment received at age 5. (Langner, Gersten & Eisenberg). Studies of prisoners, delinquents, drop-outs and self-reports of college students and successful professionals are compared in this composite report:

DEGREE OF PHYSICAL PUNISHMENT

	Never	Rare	Moderate	Severe	Extreme
Violent inmates San Quentin	0	0	0	0	100%
Juvenile delinquents	0	2%	3%	31%	64%
High School drop-outs	0	7%	23%	69%	0
College freshmen	2%	23%	40%	33%	0
Professionals	5%	40%	36%	17%	0

Extreme means punishment resulting in need for medical attention for broken bones, extensive burns, lacerations from whips of barbed wire, mutilations of sex organs, blackened eyes, teeth broken or knocked out, emaciation, internal injuries.

Severe means beatings with an instrument such as a belt, paddle, hairbrush, chains, tire irons, kitchen implements, a closed fist, usually continued through or past puberty.

Moderate means open hand spanks, slaps, hair pulling, ear jerking, usually terminated by age 8 or 9.

Rare includes a once in a life time "woodshed" episode even if moderate or severe.

These data were collected from 200 psychologists at the 1975 convention of the California Psychological Association who filled out anonymous questionnaires, from 372 College freshman at the University of California at Davis and California State University at Fresno. The high school "drop-outs" were slow track underachievers reading at the 4th to 5th grade level. Delinquents were interviewed by Ralph Welsh, PhD in Bridgeport, Connecticut and by Alan Button, PhD in Fresno Juvenile Hall. Prisoner information is by courtesy of Hobart Banks, MSW, counselor of difficult prisoners at San Quentin Penitentiary, California. All data from the mid-1970's.

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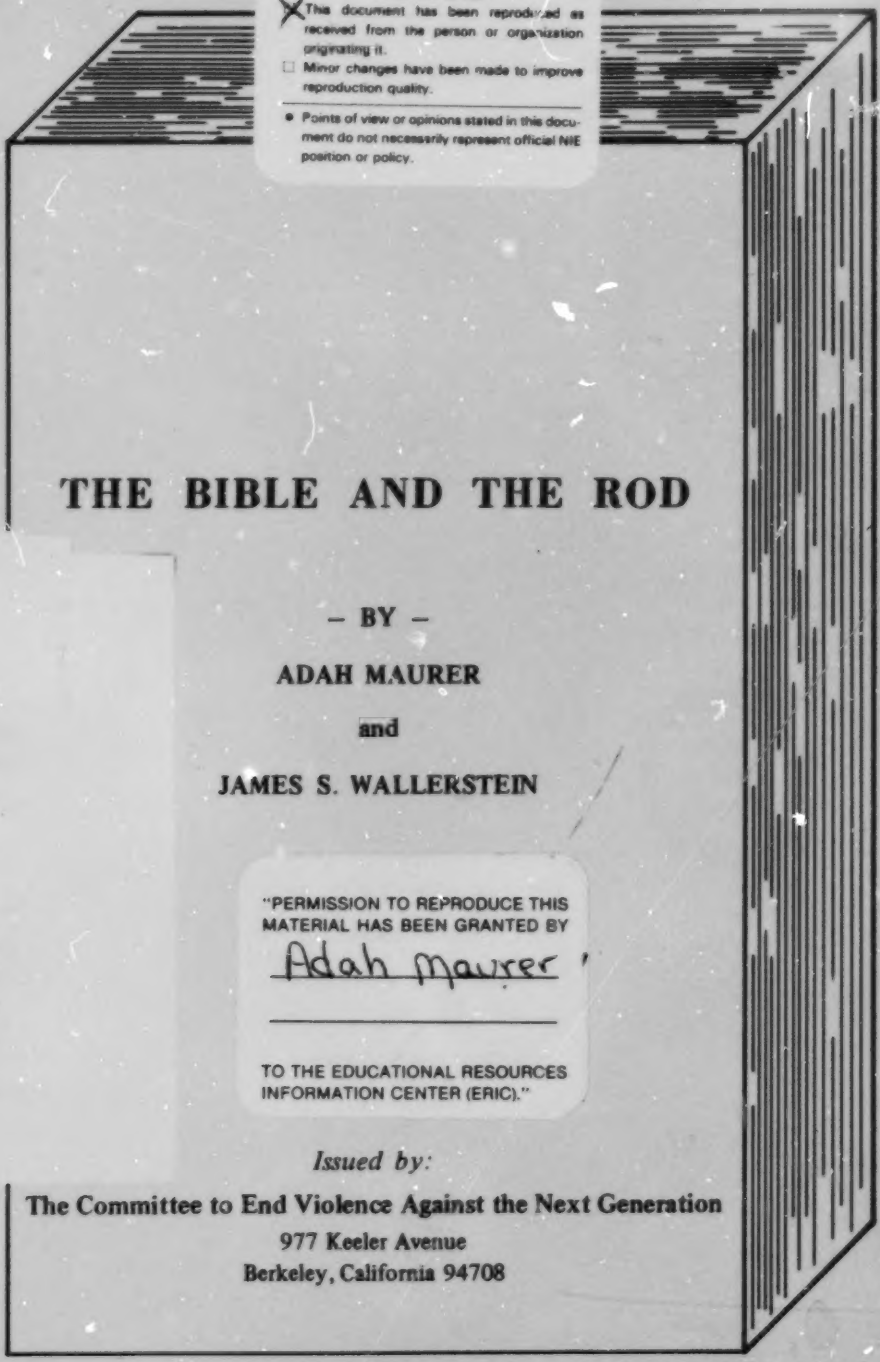

THE BIBLE AND THE ROD

– BY –

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THE BIBLE AND THE ROD

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"He that spareth the rod hateth his son, but he who loveth him chastiseth him betimes" *(Prov. 13:24)*. "Chasten thy son while there is still hope and let not thy soul spare for his crying" *(Prov. 19:18)*.

These are quotations from the *Book of Proverbs*, the twentieth book of the *Holy Bible*. There are some who hold that these proverbs are the Word of God. That the Lord sanctions and indeed advocates the corporal punishment of youth. But the *Holy Bible* tells us otherwise. *Proverbs* is the word of a mortal man, "Solomon, the son of David, King of Israel" *(Proverbs 1:1)*. The tenth chapter tells us again, these are "The Proverbs of Solomon" *(Prov. 10:1)*.

God's voice appears frequently in the Old Testament. From the first stunning phrase, "Let there be light" and "It is not good that man should be alone", the words that God speaks are labelled clearly.

God speaks to Adam and Eve in anger for their disobedience *(Genesis 3)*. God lays a curse on Cain for the murder of Abel *(Genesis 4)*. God warns Noah to build the ark *(Genesis 6)*. He tells Abraham to circumcise all male children as a token of the Holy Covenant *(Gen. 17:10-14)*.

The Lord blesses Isaac *(Gen. 26:2-5)*. He comforts Rebekah, mother of the twins, Jacob and Esau, in her pregnancy *(Gen. 25:23)*. God instructs Jacob to build an altar *(Gen. 35:1)*.

The Lord promises Moses to deliver the Children of Israel from bondage *(Exodus 6)*. He reveals the Ten Commandments *(Exodus 20)*.

God tells Samuel to select a king over Israel *(I Samuel 8:22)*. He commands David to smite the Philistines *(I Samuel 23:2-4)*.

God tells Joshua to blow the seven trumpets that the walls of Jericho may crumble *(Joshua 6:2-5)*. He tells Gideon to destroy the evil altar of Baal *(Judges 6:25)*. God appears out of a whirlwind to the suffering Job and restores his faith *(Job, Chapters 38 to 42)*.

The Lord speaks to Jeremiah and pronounces judgment against Judah and Jerusalem for their abominations *(Jeremiah, Chapters 1 to 25)*. He speaks to Jonah and bids him call Nineveh to repentance *(Jonah 1:2)*. And God speaks to Elijah not in the earthquake, nor in the fire, nor in the wind that rent the mountains, but "in a small still voice". God bids the aging prophet anoint Elisha as his successor and annoint Jehu as King that Jehu may destroy the evil worshippers of Baal *(I Kings 19:12-18)*.

There are times in the Holy Bible when God Himself speaks. At other times, He sends an Angel, that is a Divine Messenger. But the *Holy Bible* also records the words and thoughts of men. Some of these human sayings are wise and inspiring. Some are foolish and wrongful. But these human words are quite different from the Words of the Lord.

God does also talk to Solomon – twice to bless him *(I Kings 3:11-14, 9:2-9)*, and later to condemn Solomon for his evil-doing *(I Kings 11:11-13)*, but never to approve using "the rod" on youth. The words of *Proverbs* are Solomon's only. Never the Lord's.

THE ROD OF GOD

In the Bible, the rod is many things. It is a symbol of miraculous power. Moses holds up his rod and the waters of the Red Sea part before the escaping Hebrews *(Exodus 14:16)*. He lifts up his rod and the Children of Israel prevail over their enemies *(Exodus 17:9)*. In the desert, he smites his rod against a rock and water flows *(Numbers 20:11)*.

The rod of Levi blossoms as a plant and God designates the House of Levi as the true priests of Israel *(Numbers 17:8)*.

The rod is the symbol of God's anger and retribution. "I will visit their iniquities with the rod and their transgressions with stripes" *(Psalms 89:32)*. The Assyrian king, conquering Judah, is "the rod of God's anger" *(Isaiah 10:5)*. Suffering Job cries out, "Let him take his rod away from me" *(Job 9:34)*.

Sometimes, on the other hand, the rod symbolizes God's gentle guidance. "Thy rod and staff, they comfort me" *(Psalms 23:4)*.

Again, the rod symbolizes the force and power of a human tyrant. "He shall rule them with a rod of iron" *(Revelations 19:15)*. "Thou hast broken the rod of the oppressor" *(Isaiah 9:4)*. "The rod of the wicked shall not rest upon the lot of the righteous" *(Psalms 125:3)*.

And the rod may be just a twig, with no symbolism at all. "Jacob took him rods of green poplar" *(Genesis 30:37)*.

THE PROVERBS OF SOLOMON

Exclusively in the *Book of Proverbs* is the rod recommended for child rearing. "Withhold not correction from the child, for if thou beatest him with the rod, he will not die. Thou shalt beat him with the rod and deliver his soul from Hell *(Prov. 23:13, 14)*.

These references are most frequently quoted by the advocates of corporal punishment in school and home. They could, however, equally cite the Bible to support the flogging of adults. Deuteronomy *(25:2,3)* authorizes forty stripes for "he who is worthy to be beaten". St. Paul was among the victims of this law *(II Corinthians 11:24)*.

Proverbs urges corporal punishment for *Fools* as well as children. "A rod for the back of him who is void of understanding" *(Proverbs 10:13)*. "A rod for the fool's back" *(Proverbs 26:3)*.

The corporal punishers, understandably, never quote the part about using the rod on fools. For if *this* Proverb were strictly enforced, they might find themselves on the receiving end.

But let us leave the fools to fend for themselves and return to the kids. The Biblical authority for the whipping of youths in school and home rests solely on King Solomon's Proverbs and has no other Biblical support.

AN OVERRATED KING

Tradition has attributed great wisdom to King Solomon. *The Encyclopedia*

Britannica, however, terms him "perhaps the most overrated figure in the *Old Testament*" (1). He accumulated great wealth and treasure and erected the magnificent Temple. But ordinary people were oppressed and impoverished by his crushing taxation and forced labor.

So great was Solomon's passion for wealth that he "gave away" "twenty cities in Galilee" to the King of Tyre *(I Kings 9:11)*. The King of Tyre, we are told, was displeased and thought he got stung.

In his later years, Solomon "did evil in the sight of God". He turned to idol worship. To "Chemosh, the abomination of Moab, and Molech, the abomination of the children of Amnon, and to Ashtoreth, the goddess of the Zidonians" *(I Kings 11:4-8)*. These were not just a passing fancy. Solomon built temples to the three abominations which stood throughout his lifetime. Later, King Josiah tore these "mounds of corruption" down *(II Kings 23:13)*.

Ashtoreth was a Semitic goddess of love and fertility. Chemosh may have been her mate and a god of war.

Most nasty and evil of all was the bloody Meloch (Moloch) to whom children were sacrificed, and who became one of the chief devils in the Christian Hell. Moloch is cited by Milton in *Paradise Lost:* "Horric king . . . besmeared with blood and parents' tears . . ." (2).

One might forgive Solomon's dalliance with the sexy Ashtoreth, who was relatively harmless. But should we take advice on child-rearing from one who followed the abominations of Moloch?

Perhaps the abominations and the *Proverbs* were not altogether unrelated. Gibson (3) and others have shown that youth floggings involve deep subconscious drives, both sexual impulses (Ashtoreth) and violent impulses (Chemosh, Moloch).

ROD INSPIRED WISDOM

"The rod and reproof brings wisdom" *(Proverbs 29:15)* Now King Solomon, we are told, had seven hundred wives and must have had a goodly number of children. Presumably he practiced what he preached and they were all raised by the rod. How did Solomon's own kids turn out?

History tells us of only one child, Prince Rehoboam, who ascended the throne of the Jewish Kingdom after Solomon's death.

The people came to the new king and asked for redress of grievances. But Rehoboam replied with the infamous, "My father hath chastised thee with whips. But I will chastise thee with scorpions" *(I Kings 12:14)*.

In consequence, the ten tribes of the North led by Jeroboam revolted against the King. Only the tribes of Benjamin and Judah remained loyal to Rehoboam.

Many years of devastating civil war followed. "There was war between Rehoboam and Jeroboam all the days of his life" *(I Kings 15:6)*. Rehoboam forsook the Lord and turned to idol worship. Jerusalem was raided by the Egyptians who carried off much of Solomon's treasure. Rehoboam "did evil because he prepared not his heart to seek the Lord" *(II Chronicles 12:9,14)*.

The civil war continued after Rehoboam's death and after Jeroboam's

death. At length the divided and weakened Jewish kingdom, first Israel in the north, then Judah in the south, was overrun and conquered.

Rehoboam indeed seems far more like an abused child turned abuser than an example of rod-inspired wisdom.

Nowhere in the Bible does God approve the hitting of kids. When the Lord stops the sacrifice of Isaac, He tells Abraham, "Lay not your hands upon the lad and *do nothing* to him" *(Genesis 22:12)*. God doesn't say, "Don't kill the lad, but it's all right to beat him".

THE VIEW OF JESUS

"Foolishness is found in the heart of a child. But the rod of correction will drive it far from him". So declared Solomon *(Proverbs 22:15)*. But Jesus held otherwise. "Verily, I say unto you, unless you become as a little child, you cannot enter the Kingdom of Heaven" *(Matthew 18:3)*.

To Jesus, not only did the grown-ups not have all the answers, but they may have forgotten things that they knew in youth. Many things fade as we depart from childhood. The power to laugh joyfully, to dream and imagine, to love truly and form deep friendships, to believe in wonders and sense the things of the Spirit. In teaching youth our knowledge, instead of "beating the foolishness out of them", we may have something to learn in return.

Some of the gloomier theologians believed that children were born depraved. They were "tainted with sin" and had to be beaten and subdued. Thus, John Wesley wrote, "Break his will, if you would not damn the child. Teach him to fear the rod and to cry softly . . . Break his will *now* that his soul shall live" (4).

But Jesus viewed the child as the poet Wordsworth:

In trailing clouds of glory do we come . . . .
Heaven lies about us in our infancy.
Shades of the prison house begin to close
Upon the growing boy . . .
At length, the man perceives it die away
And fade into the common light of day. (5)

Said Jesus, "Suffer the little children to come unto me, and forbid them not. For of such is the kingdom of Heaven" *(Mark 10:14)*.

And Jesus warned, "It were better for him if a millstone were hanged around his neck and he were cast into the sea than that he should offend one of these little ones" *(Luke 17:2)*.

Jesus does not advocate throwing child abusers into the sea with millstones around their neck. He just says it would be better for them if it happened.

There are some who cite the Bible to populate our schools and homes with rods and paddles. But they are very silent on the subject of millstones.

Instead of force and fear, Jesus would bring forth the Divine Power that lay within, for man was made in the image of God. "Be ye perfect, even as your Father in Heaven is perfect" *(Matthew 5:48)* . . . "Seek and ye shall find . . . Call and it shall be answered . . . Knock and it shall be opened" *(Matthew 7:7)*.

And Jesus asks, "Of what man is there of you who, if his son asks for bread, would give him a stone?" *(Matthew 7:9)*

Yet for hundreds of years, in the schools of avowedly Christian nations, youths who sought the bread of education were given the stone of corporal punishment.

THE EPISTLES OF ST. PAUL

St Paul took a gloomier view of human nature. But he never favored "beating the sin out of kids". The chastisers of children were sinful themselves.

"Whom the Lord loveth, He chastiseth and scourgeth. The Lord dealeth with you as with sons. If ye be without chastisement, ye are bastards and not sons . . . . . ."

"The Lord chastiseth us for our profit, that we may partake of His Righteousness".

But human fathers, he warned, "Chastise us after their own pleasure" *(Hebrews 12:5-10)*.

Certain elders, over the centuries, have misread this Epistle. Modestly, they have set themselves in the Lord's place and proceeded to chastise and scourge youth "for their own good". They failed to heed the warning of Jesus: "Judge not, that ye be not judged. For what measures ye mete out, so shall be meted out to you" *(Matthew 7:1,2)*.

Paul's Epistle shows great psychological insight. The punishing father (or teacher, master, guardian) may derive unwholesome pleasure out of chastising a culprit. The flogger gets enjoyment from his flogging, though he pretends it is a painful duty. This can be as sinful as the punished sin.

Paul had only contempt for the human floggers who wielded their rods unjustly and for selfish reasons. He suffered from them, too. In Macedonia, Paul and a companion, Silas, were severely beaten, put in stocks and jailed, after being falsely accused of stirring up violence. Paul had freed a troubled girl from possession by an evil spirit that gave her psychic powers. The girl's master, who had made a lot of money from her fortune-telling, caused the whippings of Paul and Silas to get even *(Acts 16: 16-23)*.

Sinful humans were not fit to chastise justly. Only divine punishments were righteous. Chastisements should be left to God.

Again, Paul asks, "Which shall it be? Shall I come to you with the rod? Or with love and the spirit of meekness?" *(I Corinthians 4:21)*.

There is no hypocrisy here, as in the *Proverbs*, about beating somebody because you love him. The *rod* or *love*. It must be one or the other. It cannot be both. Paul does not doubt that love and meekness are the way of Christ.

FORCE AND FEAR ARE EVIL. LOVE IS DIVINE

Nowhere is there a more sublime statement of Christianity than in the Pastoral Letter of the Apostle John (6). He urges Love rather than Force and Fear–

in education and in life.

We urge all Christians next time to reach for the Bible instead of the rod or paddle and read the words of John.

"Ye are of God, little children, and have overcome them (fear and evil), because greater is He that is in you than he that is in the world *(I John 4:4)*.

"God is love and he that dwelleth in love dwelleth in God . . ."

"There is no fear in love. But perfect love casteth out fear. Fear is torment. He that feareth is not made perfect in love" *(I John 4: 16, 18)*.

CONCLUSIONS

There is no authority in the Bible for the corporal punishment of children with rod or otherwise, except in the *Proverbs* of Solomon. It is only Solomon who recommends child-beating. Never the Lord.

Solomon's child-rearing methods worked very badly for his own son, Prince Rehoboam. Solomon has an undeserved reputation for wisdom. In reality, he left his country oppressed and impoverished. In his later years, he turned to idol worship and practiced "the abominations of Chemosh and Moloch".

There is no support for the beating of youth outside of Solomon's *Proverbs*. Solomon's views are controverted both by Jesus and the Apostle John.

St. Paul deplored the punishment of youth by human fathers who chastised youth "for their own pleasure". Only divine chastisements were righteous.

Jesus and John saw children as being close to God and urged love rather than fear in education.

If a Christian henceforth grabs for a rod or a paddle because "the Bible says so", he is heeding the words of an idol-worshipping king, rather than the words of Christ.

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1001

ALTERNATIVES

TO

CORPORAL PUNISHMENT

VOLUME ONE

ADAH MAURER, Ph.D.

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1001 Alternatives
to corporal punishment in schools

A PRACTICAL HANDBOOK OF OUTRAGEOUS, ORIGINAL AND SOMETIMES USEFUL IDEAS

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ACKNOWLEDGEMENTS

Thanks are due to many people whose ideas, dedication, idealism, practical experience, and whose brains and hearts have combined, for the moment, to compile this far from complete list of ways to educate American children without hurting them. Those who have contributed directly or indirectly include Harold Zuckerman, James Wallerstein, Milton Shore, Fredric Jones, Thomas Gordon, Elizabeth Atkins, Irwin Hyman, Mort Walker, Joseph Antonitis, Richard Elardo, the late Max Rafferty, Marva Collins, Lee Havis, Robert Griffin, the American Friends Service Committee, the Citizen's Council for Ohio Schools, Fran Castan, Morrie Turner, Tom Scott and many others.

Thanks are also due to the Officers, Board of Directors, sponsors and members of END VIOLENCE AGAINST THE NEXT GENERATION, INC., whose loyal determination to rid the schools of this country of anachronisms without regard to race, color, creed or political preference, has resulted in considerable progress to date and will probably accomplish this goal before the century is out.

Thanks also to D&S Composing Service, Albany Typesetters.

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GENERATION BOOKS
977 Keeler Ave., Berkeley, Ca. 94708-1498

Part One - Punishments

WEE PALS

by Morrie Turner

OLD FASHIONED DISCIPLINE

The late Max Rafferty in his syndicated column on schools once answered a query about reluctance to embrace change. He said it wasn't only educators who stubbornly resisted, it was everybody. In his own homespun way he explained:

More than a century ago, a little dentist named Morton was fiddling around in his home laboratory with something called nitrous oxide. He found that if he inhaled it, he passed out.

"Hm-m-m," he murmured extrapolating furiously. Next day, he asked a patient with an impacted wisdom tooth if he'd like to try the gas as a possible pain killer while Morton extracted the misbehaving molar. The customer said "Yes," immediately — as who wouldn't? — and the dentist promptly put him under.

The tooth having been duly chopped out and its former owner restored to consciousness, Morton asked him what he had felt.

"Nothing. Nothing at all," was the reply. Whereupon Morton embarked upon what turned out to be a six-year crusade to talk the medical profession into using his discovery.

No way. The surgeons of the day had been trained in the techniques of speedy operations. Shock invariably accompanied the awful pain and surgery had to be fast or the patient would die. Now this upstart dentist was telling them that all their training in speed and their muscular aides used to hold down the screaming patients were out of date — unneeded.

Finally Morton found one doctor who agreed to use the gas. He was the surgeon in a big city charity ward, and his next patient was to have a tumor removed.

As the frightened pauper was wheeled in, stricken and trembling, the old and bearded surgeon addressed the students standing about to watch.

"Mr Morton here says he's found something to relieve pain. We'll see."

The student interns chuckled and nudged each other as Morton poured colorless liquid on the gauze that covered the patient's face. In five minutes he motioned the doctor to

commence the operation. Shrugging, the surgeon made the initial incision.

And nothing happened. No screams, no struggling, nothing. The chuckling and nudging stopped. Eyes bulging, spectators hung over the railing. The doctor took an involuntary step backward. Then, as in a dream, he resumed and concluded the operation.

No one moved. A pin dropping would have sounded like a thunderclap. Finally the woman on the operating table awoke and asked the most meaningful question of all history: "When will you start the operation, doctor?"

The age of anesthesia had begun.

But why would an entire profession refuse for six years even to give this supreme blessing a trial?

Because it involved change. All of us seem to have a built-in aversion to change, and doctors are no exception. Neither are educators. Change involves a threat to the way we've been doing things all our lives, so we resist it.

(Los Angeles Times Syndicate, June 8, 1980)

The changes that Max Rafferty had in mind may not be the same change that we are suggesting but his point is particularly appropriate. If new technology makes painless a procedure in use since history began, and accomplishes the same end with equally good or better results, it were better to give up the old and adopt the new, even if change requires a certain amount of rethinking.

Change is often a wrenching business. Children resist; teachers prefer not; and principals — many of them — exclaim in despair, "I would change in a minute if I knew a better way," Yet we are suggesting that teachers and deans of discipline change the way they change children. The improvement in American schools will be as profound as the improvement in hospitals when painless methods were adopted.

THE PADDLE AS MUSEUM PIECE

The world wide trend is toward abolition of corporal punishment in schools. Most civilized nations eliminated the practice within the last 200 years. It disappeared in:

Austria	1870	Iceland	(never used)	Portugal	1950
Belgium	1867	Ireland	1982	Rumania	1948
Cyprus	1967	Italy	1860	Spain	1967
Denmark	1967	Luxembourg	1845	Sweden	1958
Finland	1890	Netherlands	1820	Switzerland	1970
France	1881	Norway	1936	Turkey	1923
Germany (West)	1970	Poland	1783	USSR	1917

In the United States, the number of paddlings has been reduced by almost half since 1976 when records were first kept by the Office of Civil Rights in the Department of Education. From a million and a half (1,521,896) to three quarters of a million (792,556) six years later makes a significant trend. Some of the figures may have been distorted up or down, either by minimizing for fear of censure or maximizing in the belief that strong discipline is preferred by the public, but these may have cancelled each other to a certain extent. The overall picture is probably comparatively accurate since regionally they correlate with newspaper attention to parents' protests and threats of lawsuits.

The national average hovers about 3.5 percent of students paddled in a year. The following figures by states were obtained by dividing the number of reported paddlings by the number enrolled. Although some may represent the same students punished more than once, no records of repeaters were kept, and that does not change the relative use of corporal punishment.

Arkansas	12.55%	Ohio	4.71
Florida	11.82	Indiana	4.10
Mississippi	10.92	Missouri	4.05
Tennessee	10.64	Arizona	3.06
Georgia	9.6	Delaware	2.92
Texas	9.51	Nevada	2.19
Alabama	9.34	Virginia	1.84
Oklahoma	9.30	Washington	1.89
Kentucky	6.62	Alaska	1.58
South Carolina	6.39	Pennsylvania	1.31
North Carolina	5.99	Illinois	1.25
New Mexico	5.73	Kansas	1.27
West Virginia	5.35	Wyoming	1.12
Louisiana	5.07	Michigan	.91

Idaho	.76	South Dakota	.06
Colorado	.59	Connecticut	.05
Maryland	.55	Utah	.05
Oregon	.53	Vermont	.04
Minnesota	.39	District of Columbia	.0
Montana	.389	Hawaii	.0
California	.35	Maine	.0
Iowa	.30	Massachusetts	.0
Nebraska	.19	New Hampshire	.0
Wisconsin	.09	New Jersey	.0
North Dakota	.07	Rhode Island	.0
New York	.06		

Most large cities, many middle sized cities, university towns and affluent suburbs have also forbidden corporal punishment, including: Chicago, Washington, San Francisco, Baltimore, Atlanta, New Orleans, Salt Lake City, New York, Pittsburgh, Portland, Ore., Albuquerque, N.M., Urbana, Il., New Haven, Ct., Palo Alto, Ca. and a long list more. Even in communities where paddling is permitted by law, individual school administrators have arranged effective disciplinary politices without the use of paddles.

Publicity regarding the relative standings of home districts in the punishment sweeps has inspired a number of cringe-prone school board members to inquire about policies. Demanded one: "Are our children so much more vicious than those in other places that we need all this punitiveness?" Taking teachers and school boards to court with claims of excessive force, bruises and emotional damage is so increasingly common that it is no longer newsworthy except in the most bizarre cases. Reporting laws that require professionals and encourage others to report their suspicions with promise of immunity from libel, have brought the matter of bruised children to public attention in livid color. Bruises left from school disciplinary actions are often interpreted as child abuse in spite of vigorous denials and confused debate about what constitutes abuse.

All these: publicity, court cases, heightened awareness of child abuse and the example of thousands of successful school districts that act as demonstration projects, are eroding the old acceptance of spanking as an appropriate penalty for disobedience and disruption.

Educators are responding, sometimes reluctantly, but responding none the less, with requests for alternatives. The handwriting is on the wall and the need to be knowledgeable about more sophisticated tools for keeping schools on track is essential. There

are many such systems available. There may even be too many, leaving the school board at a loss about how to spend sparse dollars. Each well advertised method has its partisans; all provide glowing testimonials and all have had failures. It is obvious that there is no one royal road to the perfect solution.

Communities vary, student bodies vary, the aspirations of the families may range from demanding college prep courses with trimmings, to being content if their children stay out of jail and free from drugs. The history of the school, the character of previous administrators, the affluence or poverty of the neighborhood, the section of the country and many other factors will determine what will make the best substitute for an overused paddle. For example: if there has been comparatively little need for severe discipline with seventy-five percent or more of the teachers managing with a minimum of problems, the chosen panacea may be a simple one. If there has been a history of incompetence and, as in one Ohio school over fifty percent of the male students suspended one or more times the previous year, or as in a Florida County, with fifty-one percent of the black kindergarten students paddled for restlessness, withdrawing the paddle without a thoroughly planned alternative may result in considerable confusion.

Not only do schools and communities vary, disciplinary plans also vary from the totally unacceptable, through many "yes, but" and "it all depends" plans to idealistic but unintelligible philosophical ideas. This booklet offers a bargain counter full of plans, some worthy, some sleasy, some new, some used, some funny, and some fantastic. Some are in used with enthusiastic acceptance by all; some appeal to supervisors but are received by the teachers with deadpan skepticism. Some that sounded good have so outraged parents that they rushed to court to sue for damages; and others got rave reviews from the local press when they started, only to fade back into the old rut in the second year. Superintendents and school boards are advised to shop with discrimination. By picking and choosing to suit their own situation and temperament, they may be able to combine and refine enough ideas and invent a few more to make a painless transition into the technological world of the twentifirst century. Competency and pleasure in presiding over well-run schools where children are happy and learning well is the promised reward.

GET SOMEONE TO DO IT FOR YOU

Forbidden by state law dated 1867 from using any form of corporal punishment on school children, teachers in New Jersey who were raised and trained in another tradition tended to sniff at state law and to label law abiders as "bleeding heart liberals." In one such school the effort was less to find acceptable ways of keeping order and more to find ways to circumvent the law.

A fourth grade teacher who was having great difficulty with discipline was visited and observed by a staff member of a consulting team from Temple University at the request of the principal. On her second observation visit, a stranger entered the classroom, spoke briefly with the teacher and then called to the front of the class one of the students. The stranger took off his belt and whipped the child eight or nine times in front of the class. The child's screams and cries were heard throughout the school. The teacher then thanked the stranger who replaced his belt and left.

"Who was that?" asked the consultant in as controlled a manner as she could muster.

It turned out to be a local minister to whose congregation both the teacher and the foster family of the boy belongs. He had their permission, indeed he was acting at their request. When this was reported to the principal as one of the major causes of the lack of orderliness in that classroom, he said he planned to do nothing about it. "You see," he said in explanation, "It is only illegal for **school staff** to use corporal punishment. The law says nothing about Bible discipline." Since no one took the matter to court, the matter has not been adjudicated.

In Georgia a principal who permitted a parent to come into the school and thrash his son did not get off that lightly. He was fired. A nine year old who had been sent to the principal repeatedly and had been paddled 30 or 40 times" then brought a knife to school. The father came and with a doubled leather belt lashed the boy fifteen times. "It was like an animal being whipped," shuddered a teacher who watched. The boy was truly a behavior problem, as are most over-punished and abused boys; he should have been reported to the child protection agency. Instead of that the principal and the father, whether they realized it or not, compounded the conditions that were successfully manufacturing a vicious criminal who will surely hurt many as he wreaks his vengeance on the public as soon as he is old enough and strong enough.

"PUT EM OUT": SUSPENSIONS AND EXPULSIONS

"If we can't hit them, we'll have to put them out and that way they are denied an education!" said an earnest advocate of civil rights. When he sat down he muttered to himself, "It's all a plot to prevent Black kids from getting an education." He hoped his snap judgment was wrong, and indeed it was.

The first alternative that comes to mind frightens some school boards into retaining paddles. They don't want to empty the schools of all the temporarily troublesome, to let them run the streets. Too many community complaints would certainly be more difficult than rule breaking children. Somebody is certain to point out that a five day suspension is a five day vacation and that's a reward, not a punishment. The mothers are not home to look after them, and even if the kids did stay in the house, it would still be a vacation watching soap operas all day.

It didn't seem likely that an end to corporal punishment would mean an astronomical rise in suspensions, but so many superintendents were panicked at the prospect that a team of students at Temple University did some diligent research and this is what they found:

"The computed correlation between the rate of corporal punishment and the rate of suspension suggests practically no relationship between the use of these two disciplinary methods."

Thus it is not always true that as hitting grows less, putting them out grows greater. Then what does happen? It all depends on who's in charge.

In four small states the dire prediction does come true. In Maryland, New Jersey, New Hampshire and Connecticut, the amount of corporal punishment is very low while the number of children suspended is above the national average. On the other hand, a majority of states that rarely use the paddle, 17 out of 23, suspend far fewer than average. Looking at it another way, the states where the fewest are suspended include only two heavy hitters: West Virginia and Oklahoma, while seven states with low suspension rates, hit fewer than the national average. Thus it may be that suspension **can** be used as an alternative to physical punishment if the decision to do so is deliberately made, but they are not inevitable alternatives. Choices must be made. Other factors enter, such as the general philosophy of education, local customs and perhaps even the weather.

An index of punitiveness, found by adding the number of children who are suspended to those who are expelled and those who are paddled — the three most severe penalties — finds Florida in first place with over 20 percent of the students spanked or put out. At the other end of the spectrum with the fewest children severly punished are North Dakota, Utah, South Dakota, and lest you think that cold weather helps keep children well behaved, in fourth place stands Hawaii, all with less than three percent of the students in need of drastic measures.

These are self reports compiled by school districts and sent to the Office of Civil Rights of the Department of Education for the 1980-81 school year. They are subject to error, of course, but no other figures are available or have ever been collected. It seems clear, that suspension is not the only or even the most popular way of reducing the amount of corporal punishment.

The criteria determining whether or not a child should be expelled is, or should be, what is best for the child. Ordinarily a child as young as seven would not be barred from school but a case arose where that was the best solution. Brothers, age 7 and 10 trashed 18 rooms in their school. Drawers were emptied and scattered; ink and paint was spilled; audio visual equipment smashed, unwound, torn and tangled and walls denuded and squirted. The father pleaded that they not be expelled, promising that he would withdraw them voluntarily and punish them himself. An expulsion, he said, would make it impossible to enroll them in a private school. It was an offer to be considered, thought the superintendent, until he heard from the Child Protection Agency social worker. The father was abusive, as it turned out, incorrigibly abusive, and it was deemed necessary to remove the children from his care. The judge would listen more seriously to the agency report if the school added their judgment that the case was an extreme one that called for total restructuring of the lives of these children, now so crammed with hate and fear that ordinary measures were too little and too late. It was done.

There may also be other occasional combinations of circumstances that make suspension the statement most likely to be heard by the child and his/her parents and most likely to bring about the needed changes. The least valid reason for suspension is to get rid of the troublesome child for a few days leaving the class in comparative peace. If that is the condition most fervently desired, in-school suspension should be considered. This too has many pro and cons to be considered later.

EMBARRASSMENT

The two components of beating on bums are pain and embarrassment. If pain is forbidden but embarrassment allowed, a host of indignities are possible. They are likely to evoke much merriment from others even though they bring the punished one to tears. Indignant complaints from parents and other teachers are quite probable and it could be that the one who applied embarrassment as an attempted remedy may get a taste of his own medicine. Nothing is more embarrassing than being fired.

The Toilet Seat Necklace

At the West Delaware High School in Manchester, Iowa, students who asked to be excused to go the bathroom during class were required to wear a toilet seat around their necks and carry toilet paper publicly, reported the Associated Press on Oct. 4, 1980. The teacher who invented the punishment admitted that, "The initial reaction from the students was that I was crazy." The item also claimed that it worked. Sophomore Kim L. was quoted as saying, "It's embarrassing to walk down the hall with a toilet seat around your neck. I don't ask to go to the restroom anymore."

The punishment was discontinued soon after the story reached the papers. Public ridicule and indignant disgust soon convinces teachers with original ideas regarding punishment which ones are acceptable and which are out-of-bounds. A psychohistorian would have quickly traced this teacher's idea, not "craziness" but more likely to a forgotten infancy with a toilet training problem.

The Red Dress Remedy

This story insults everyone: Hispanics, women, P.E. teachers, grandmothers, sex educators and the Sovereign State of Arizona, among others.

The lad was eleven years old; he lives with his grandmother in the Mexican-American section of South Tucson. He is mischievous sometimes but not really a bad boy. None of his infractions of school rules were major, but just before Halloween, the coach caught him coming out of the girls' bathroom. He was told to report to the coach's office the first thing Monday morning.

For some strange reason, the coach just happened to have a red dress in his closet and he gave the lad a choice: three swats

with the paddle or wear the red dress. The lad chose not to be paddled. He eyed the red dress apprehensively.

"Do I have to take off my pants?"

"Yes, you do unless you want five swats."

The coach paraded him to the office, to a kindergarten class, and to his own regular class, announcing to all like a circus barker that here was a "fag, a queer and a sissy."

According to stories in the *Tucson Star* and the *Tucson Citizen* in October, 1980, a parent who said she was waiting in front of the school about 10:30 a.m. to pick up her kindergarten child, described the incident and heard the coach say someting like, "Doesn't he look cute?" She added, "The students were laughing at him. He had his head down and looked as if he had been crying."

"They were all laughing at me and trying to pull up my dress," said the boy.

Grandmother hit the ceiling. On Tuesday morning she marched into the office of the principal demanding to know why she hadn't been called. He claimed he knew nothing about it, but a shouting match developed with threats and surely name dropping of prominent Mexican-Americans in the community.

An hour later principal and coach were knocking on Grandmother's door with abject apologies. But that was not enough. The boy had been humiliated and his potential manhood cast into doubt. It was too late for mere apologies.

A parents' group, **The Committee for Responsible Education**, led by Victor Suarez, a candidate for a place on the school board, circulated a petition calling for "strong and severe" disciplinary action against the principal, the coach and the superintendent who had been in the building and saw the punishment being carried out but did nothing about it, "since it was near Halloween."

Two Mexican-American groups were also supporting the petition: **Image de Tucson** which called for "severe punishment not to exclude dismissal" and the **Tuscon Coalition for Justice**. Nor is that all. State Senator Luis Gonzales, a member of the Senate Education Committee, and father of two children who attend the South Tucson schools, recommended that the coach and the administrators be transferred to other duties during the investigation.

Dora Gomez, the boy's teacher who was absent on the disastrous day said the teachers' handbook does not permit such punishment. It says, "Never humiliate a child. Publicly scolding or ridiculing a student will make him bitter, and may turn the rest of the class against the teacher."

The next day the boy came to school defiantly squirting a water pistol.

Calling Names

The possible ways of embarrassing children are unlimited. Probably not all can be avoided; a few might even be useful. Children trample each other's feelings enough to give each the experience of shame without teachers adding to it. The temptation to make jokes in the cozy belief that he is being funny or palsy-with-the-boys must be sternly resisted when the joke is at the expense of a child's person, or his family or his name.

The popular singer Don Ho has made short names familiar and there was thus no excuse for the coach to roar with laughter, bellow "So what?" when student Allen So told his name. He had heard that a thousand times before but from a to-be-respected authority it stung like a rapier. And did no one any good.

Long names of Indian or Polish background are best treated with a courteous request for the proper pronunciation rather than with a feeble effort at being funny. If used in the midst of a disciplinary session, punning with names can seriously backfire. Vandalism directed at the teacher's tires has been traced to just such obtuseness. We have all learned by now not to use ethnic nicknames even in a friendly fashion; "Chink," "Frog," "Dago," "Spick," "Kike" and "Nigger" are known to be off-limits, but "Gringo" and "Honky" are equally offensive and should be similarly discarded.

Children who attempt to defend themselves against verbal abuse by giving as good as they get are accused of "back talk" or of insuboordination or even verbal abuse of the teacher. When such confrontations lead to disciplinary actions justice should require an investigation as to what brought on the back talk, and self defense permitted as a plea.

THREATS

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He was ten years old and the new boy in school. On his first day he had to scuffle with another boy to keep his place in the lunch line. Certainly that called for an explanation of school rules and customs but hardly for what happened.

The principal, when he got around to it, took the boy into the cafeteria making an elaborate show of asking the head cook if the meat slicer was running and if it was still hot. Boys who don't stand still in line, he said, get their arms cut off. On a second offense their legs come off. Either the boy believed him or had to doubt everything he said thereafter. The school became a lethal guessing game. Between spending the sleep hours in nightmares and the study hours alert for impending disaster, any possible academic learning took a dim third.

The local paper chided the Cherokee County South Carolina Board of Education for letting the threatening ogre of a principal off with six months probation and no loss of job or salary.

Threats not meant to be followed through result either in terror or cyniciam. In any case trust and obedience and willing followership is forever after impossible.

BEHAVIOR MODIFICATION

Experimental psychologists spent years theorizing about punishment based on experiments with rats in mazes, guinea pigs in cages, pigeons pecking at ping pong balls and monkeys wired to electrified grids with and without off buttons. More recently they have devised a grab bag of tricks for controlling school children based on a system of rewards and punishments. It differs from the time honored dispensation of slaps and hugs mainly in an attempt to count and keep track of the units of behavior and to dole out the units of rewards and punishments with measurable exactitude. A special vocabulary, somewhat esoteric to nonbehaviorists gives it an aura of scientific importance even while it mystifies. (A response comes before a stimulus; a reward must be contingent and learning by conditioning bypasses the mind.)

Teachers, by and large, have received their raw recommendations with polite skepticism. The paraphernalia is too time consuming and distracts from the business at hand which is teaching. Even in special classes with as few as six students, making formal observation records of some specific targetted behavior chosen for change, such as finger flicking or thumb sucking, then setting up a team conference to discuss and formulate a plan for rewarding appropriate units of behavior and punishing the inappropriate, then carrying out the plan, making another formal observation record three weeks or so later to see if the behavior has lessened, then reversing the procedure in a complex design . . . All this ignores too much else that is happening. Concentrating on a single fault in a single child while trying to manage two dozen other equally eager and fault-prone children is hardly a cost effective use of the teacher's time.

Especially if the fire drill alarm is about to ring.

Even though in its pure form behavior modification is unrealistic in the normal classroom, nevertheless some aspects of the system, modified and humanized have been developed into a variety of recommendations considered acceptable alternatives to the cruel and often erratic dispensing of punishment with a taste of the board. We will consider some of them and derivative systems even while rejecting the laboratory-pure original.

Some psychologists become acutely aware of the artificiality of their experiments and are even able to satirize themselves. One in Maine, helped prevent his state from returning to paddles with the following article on the Opinion Page of the Daily News of Bangor Me. (May 4, 1977).

PROBING 1984

"As a psychologist who has conducted experiments on the effects of punishment, I know that punishment works. When properly applied it may lead to quick conditioning of fear. I have not, however, punished many children — mostly mice and rats.

"In one experiment, for example, I gave newly weaned mice ten electric shocks per day for almost four weeks. After two or three days these mice resisted being put into the enclosure, but once inside they sat motionless. They were immobilized by fear, the great controller of all behavior. Why the little buggers lost weight, I have no idea; perhaps they ate less or had increased gastric dysfunction. I didn't have time to watch them in their home cages.

"Their control twins, litter mates, who were never shocked, scampered uncontrollably about and grew sleek and plump. Of course, I could not determine if the motionless mice could better learn their ABC's since they were mice, not children.

"To find out, if I were an experimental-minded teacher, I could repeat the experiment with children in a kindergarten class. At the start of a new school year, I would divide the class into two equal groups. Half the children would get ten lashes each to start off their school day, and the other half would go unpunished. If children react as my mice did, in a few days half of them would be sitting motionless at their desks for the whole school day and I could test whether their little heads filled up faster or slower than the active ones. Of course, I would also check their weight and measure the amount of uneaten school lunches.

In his novel, 1984, George Orwell was only imagining what punishment does to people. Do we really need to find out?"

(adapted with permission of the author)

— Joseph Antonitis
Dept. Psychology
University of Maine, Orono, Me

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ISOLATION

ISOLATION — A student at Summerville High school, caught smoking a cigarette, endures a day alone in an 80-square-foot storage room.

—Union Democrat photo

On the other hand, some of the substitutes for physical punishment that nevertheless express disapproval devised by the behavior modifiers consist of modern adaptations of the old fashioned dunce cap and the stool in the corner. Originally called "withdrawal from social reinforcement" it is now known as "Time out." It is terrifying to some ethnic groups, more so than spanking and has been tried in the courts with mixed results. Is being locked in a dark closet worse than getting a good thrashing? Dr. Milton Shore who testified to the traumatic effects of solitary confinement in a case in Germantown, Maryland has this to say about "Time Out:"

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"TIME OUT"

When a team calls "Time Out" on a football field it is clear what purposes are served. It is a "breather" and offers an opportunity for both teams to "cool it," reduce the emotional intensity of what is going on, take stock of the current situation, regain feelings of control, and think and re-think what is to be done next.

The use of time out in the classroom, where a child goes to a corner or out of the room for a few minutes serves a similar purpose. It results in defusing the situation and, by leaving the area, permits a better understanding and "taking hold." In addition, by removing a child from the immediate situation, there is a message that certain behaviors are unacceptable.

Thus, there is nothing inherently wrong with the idea of "time out." It is only when "time out" is misused, overused, or serves as a license for inappropriate acts of seclusion (placement in closets, storage rooms, or locked or closed rooms), exclusion (extensive separation from group and class activities), humiliation (severe criticism or tearing down), deprivation (not given school work to do), and abandonment (leaving children as young as five year of age in rooms for hours or full school days at a time) that it clearly becomes cruel and unusual punishment and therefore arouses much concern. In fact, in some school systems, such as in the State of Florida, it has become necessary to set strict guidelines and limits to the use of time out in the schools lest the procedure get out of hand. For example, in the name of time out children of all ages have been placed in book closets, bathrooms, and even boxes in school for periods ranging from four hours to four or five school days.

What are the ranges and limits for the use of "time out":

(1) "Time out" is a management technique for the immediate handling of a disruptive and potentially explosive situation. It does not tell us what is going on, how it came about, or how it can be avoided in the future. That can only come afterwards when one reviews and thinks about the situation.

(2) "Time out" needs to be used discriminantly in a classroom. Time out, used too much, raises questions of what is going on in the classroom, that is, are there factors in the total classroom atmosphere that need attention. For example, is the teacher feeling overwhelmed by a class that is too large or too difficult to handle? Are the pressures and expectations on all the students too great?

(3) The length of time out periods can be best thought of as a *maximum* of a minute per age of the child. Any more than that is not an effort at stopping behavior, "cooling it," or regaining control, but more a punishment which can begin to verge on abuse.

(4) "Time out" is best accomplished if a child sees the need for it and decides to leave the field by himself. A number of children, even very young children, become aware of their disruptive behavior learn to use "time out" to help themselves and avoid getting into trouble. In this way one begins to see the beginnings of a process of internalization and time out is thus a helpful technique, not as a punishment but as socialization effort.

(5) "Time out" which is excessive for a given child requires that something else needs to be done. If it does not work then other efforts to understand what is going on are necessary (a child may find "rewards" in separation and be reliving an experience of rejection and isolation from the past). Teachers, administrators, counselors, and other personnel should then get together to discuss other alternatives for the management of the behavior that is seen as disruptive.

(6) "Time out" is not a procedure to manage every type of child. Just as learning techniques have to be adapted to the child's individual needs, so do management techniques for behavior. Thus, time out cannot be used indiscriminantly. The child has to understand the specifics of the immediate situations, the reasons for the time out, etc. For some children, the behavioral difficulties may arise from low frustration tolerance, for others the inability to process stimuli adequately, for still others an effort to not face fear; for some a possible fear of failure.

(7) Time out is a way of getting away from the current stimulating situation, and does not mean placement in environments that deprive the child of sensory stimulation, of human contact, or subject the child to physical danger or discomfort. Most time outs need only be for a minute or two, with the child returning as soon as the negative behavior has ceased. For that time, the use of so-called "time out" rooms seem inappropriate. Setting aside a room in a school for "time out" (locked or unlocked) offers too great a temptation to isolate the child for extended periods

of time without monitoring, without supervision, without human contact, and without the careful controls that are necessary.

(8) It is essential that, as one does with educational techniques, the use of "time out" in a school setting by evaluated and re-evaluated constantly. It is inappropriate, for example, to use "time out" for minor infractions such as giggling, playful teasing, or quiet talking between students when such procedures as ignoring, a benign humorous remark, or a suggestion to actively participate with the rest of the class can adequately handle the situation.

"Time out" is one alternative to corporal punishment which has been used successfully in a number of schools. But we must be sensitive to the ease with which "time out" can be misused or over-used. As mentioned, strict rules and regulations need to be set on the uses of "time out" in school settings, lest those who do not understand its appropriate use act irresponsibly to damage not only the child and family, but also the school as a whole.

Milton F. Shore, Ph.D.
Mental Health Study Center
Satellite Clinic
Intramural Research Program, NIMH

TOKEN ECONOMY

Lots of problems are solved by throwing money at them. Teachers work for a paycheck; fathers are loved because they go to work everyday and bring home the money. Why not pay children on the piece work basis and see if that improves their scholarship?

Tokens may be made of cardboard with **excellent** stamped on them, or plastic poker chips or smiling face stamps or whatever pleases. The price list showing how many tokens are needed for which rewards, and how they may be earned will need to be agreed upon, and whether or not children may trade tokens on the playground or buy each other's desserts in the lunchroom.

It has been tried and is sometimes successful. In Turbeville, South Carolina in 1973, the low achievers and the educable mentally retarded caused 80 percent of the discipline problems sent to the principal's office. By the middle of 1974, not a single child was sent. The difference was credited to an improved curriculum with language labs, math and reading labs and with tokens earned in each that could be used for admission to a reward period at the end of each school day. Within three months, the tokens could be discarded because everyone was completing his academic work and behavior problems had all but evaporated.

In Little Rock, Arkansas, Prof. Richard Elardo tried to turn a whole school of eight teachers away from paddling by instituting a system of tokens, but they resisted. One teacher "forgot" to hand out the rewards because she was too busy; another waited until just before lunch and handed each of her children a full five. After six months the supply of tokens had diminished to nearly none. The cardboard chits had been lost, extorted or chewed beyond recognition. In spite of all that, the spanking had stopped and the school was functioning. The one unsolved problem was what to do with the handful who had not earned enough tokens to be admitted to the Friday afternoon reward movie. To save the day, Professor Elardo volunteered to monitor the group himself. The indignation of the left outs was so great and the fury of one oversize girl was so intense that the good professor found himself sorely tempted to use the physical force his system was supposed to render unnecessary. Such wry good humored honesty in reporting experiments is rare indeed. The experimenter continued to hold that the concept of token economies was valid, but that he should have included the teachers in making the original plans and to have forseen and planned for these exigencies.

Teaching Capitalism in Vermont

A more sophisticated form of a token economy merited a write-up in *Parade* on October 14, 1979. The Gilman Middle School in Vermont has its own economic and social system (complete with a currency resembling monopoly money called Thaylers) that resemble Vermont capitalism to a remarkable degree. The 85 students in grades 5 through 8 hold jobs, pay taxes, spend their thaylers on goods and services in the school, enforce their own laws, formulate school policy and grapple with problems of inflation, unemployment and the like as they arise. Jobs include: library aide, cafeteria workers, maintenance crew, bus patrol, as well as "government" jobs in the school bank, payroll Department, postal service and other public services. Each year Principal Barry Grove conducts a 10-week law course culminating in a "bar exam." The highest scoring student becomes judge and the runners up, lawyers. Not only can students be tried but teachers and the principal can be sued. One teacher was sued for not giving adequate warning before imposing a group reprimand. He lost and had to publicly apologize. No teacher thereafter would dare make such a remark as "Sit down, Stupid," because the Bill of Rights states that everyone is to be treated with respect and dignity.

Some students operate private businesses, ranging from a Homework Reminder Service to Skateboard Repair. The thaylers are worth a penny each in real cash and can be used to purchase snacks and even merchandise from Sears and Ward's catalogues at the Thayler Redemption Center. After three years of this kind of responsibility the number of students at or above grade level rose forty percent. Vandalism is non-existent and the lack of disciplinary problems is attritubed to the thayler legal system.

"It's fun!" is the general student opinion.

ASSERTIVE DISCIPLINE

This very popular and widely disseminated system depends upon a perception of the teacher as a helpless flap who wrings her/his hands in total frustration while the children run wild. Rule number one is the firm (assertive) command by the teacher, "I'm not going to take it any more."

If there were actually a classroom where this was a true picture, perhaps the draconian measures and the authoritarian dictatorship recommended might be necessary for a few days until order was restored. The public perception of the schools as blackboard jungles where the teachers are raped at gunpoint as a more or less common event, is gleaned from television series comedies popular in the late 60's and early 70's when the anti-war protests spilled over from the college campuses into some of the inner city high schools. It is also promoted by incompetent administrators to explain their own failures. The stereotype of the teenager as the rampant destroyer is a dearly held dramatis personae, in the same category as the communist that hides under the old lady's bed and the terrorist who pounces out of every dark alley across the land. Yes, they happen but less often than lightning strikes.

Assertive discipline is an expensive in-service training exercise that fulfills the requirement that superintendents **do something** to still these unrealistic fears. The rules and punishments are not much different from those long imposed on students, but under this system teachers no longer are permitted to be flexible or to temper the wind to the shorn lamb. A list of rules must be drawn up by each teacher, such as for example: no talking while the teacher is talking. On the first infraction, the student's name is written on the blackboard, with a checkmark after it for a second offense. After five checks the student is sent to the office for punishment which may be suspension or merely isolation depending on the seriousness. Isolation consists of a day or more in a storage closet, with or without assignments to do. "It isn't punishment per se," said one counselor. "It's an inconvenience to the students to be taken out of the social context."

The claim is that over 25,000 teachers is the U.S. and England have been trained in this method and that no child has ever remained in isolation for longer than three days before learning to

behave himself. The popularity of the system depends less on such claims of infallibility than choice of the title term "assertive," a buzz word made popular among the powerless by women's liberation rhetoric. Convincing to school boards and district superintendents also is the reiterated slogan: "Teachers have a right to teach and students have a right to learn." Certainly a correct reading of the pulse of the American people and a subtle appeal to racism is bound to have buyers, but most school systems find this one all package and no content. After a short period of extra-punitiveness, most teachers required to sit through this kind of in-service training lapse into their own comfortable routine.

S.F. Chronicle 10/5/83

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A UNIFORM CODE OF CONDUCT

Accusations of discrimination against minority students in the matter of discipline inspired a hurried call for a written list of rules and specific penalties for infractions of each. Theoretically this would eliminate impulse paddlings and any possible tendency to be harder or more lenient on one ethnic group or another. This happened in Dallas early in 1983 and the uniform code was greeted with enthusiasm by practically everyone, but for very different reasons. The president of United Teachers of Dallas had complained that discipline was inconsistent, with some schools giving only a slap on the wrist for an infraction while others may suspend a student for the same behavior. He said he was concerned for teacher safety, noting that a student in one Dallas high school went totally unpunished after assaulting a teacher. (There had been 50 reported cases of physical assaults on teachers and 4,613 reported cases of physical assaults on students by teachers). The Dallas *Times Herald*, in an image-conscious editorial, stated that the problem was not as bad as in other parts of the country but "students must be made aware that abuse will not be tolerated." The proposed code will spell out punishments that must be meted out for certain infractions with first, second and third offenses taken into account. Students and their parents were required to sign a contract saying that they understood the rules and agreed to abide by them.

The editorial admitted that Dallas schools have a shortage of qualified teachers and too many students who are weak in the basics. An Associated Press report found 20 percent of adults who are functionally illiterate and even more who could not make change from a $20 bill. For all that the *Times Herald* insists that, "The least a school district can do to improve the quality of education . . . by consistent enforcement of a comprehensive code of conduct."

THE BORN LOSER By Art Sansom

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Another Way

Seattle's Cleveland High school is run with another rules philosophy. Principal William Maynard gives this advice to administrators "Take a look at your rules. Try to do away with the irrelevant ones. Pointless school rules may be a major cause of your school discipline problems." His reasoning? Rules are most often adopted by people who are not in the schools and are not intimately familiar with what actually goes on.

"I've seen some schools with four pages of written rules — even in elementary school. Those rules are established, not just to make the kids conform, but also to take decision making authority from teachers, building administrators and school counselors."

He cites as an example of foolish rules the mini-skirt years when the district office sent down a rule that no girl could remain in school if her hem was more than two inches above the knee. "Every day I had a line of girls in my office and I was supposed to measure their skirt lengths. By the end of the year I knew the girls by the kneecaps, not by their faces."

Specific regulations are supposed to reduce discipline problems, but Maynard belives otherwise. "Dropping rules that don't matter has a positive effect on discipline." Carrying out his theories, Maynard abandonned the "Force model," which he described as "Sit down, shut up, or get out." Instead he conferred with the student body as to what rules are really needed. They arrived at six: 1) attend class, 2) no alcohol or drugs, 3) no weapons, 4) no smoking in the building, 5) no fighting and 6) treat everyone with respect for his dignity, welfare and property. The school, while not perfect, ran more smoothly and without corporal punishment.

Advantages of Agreement

Dr. Bitter of the West Virginia College of Graduate Studies gives this example of the advantage of agreement on rules among members of a faculty:

> Robert was a class bully. Anytime a game or activity did not go the way he wanted it to go, he would hit a classmate or start a fight. The playground, the halls and the bus were his constant battleground.
>
> A group of his teachers met with the school counselor and the bus driver. They decided that any fight which Robert started would be stopped, and they agreed on the action that would be taken.
>
> When Robert started a fight on the playground next day, a teacher quietly took him by the hand and led him to the

sidelines. They sat at the side of the playground for about ten minutes without saying a word.

Later that day, Robert kicked a boy in the hallway. A teacher removed him from the lunchline and told him he would have to wait until the others had finished eating. Nothing else was said.

During recess the next day, Robert was removed from the playground so that he would have time to think about how to behave. There was also an incident on the bus. The driver pulled to the side of the road and waited until all the children had settled into their seats again . . .

The methods worked for several reasons: 1) They chose the ground on which they would begin retraining. 2) They worked together with a pre-established plan. 3) They were interested in redirecting Robert, not punishment. 4) They acted without unnecessary talking. 5) When they spoke, they were calm, friendly but firm. 6) The methods were logical, not arbitrary. They fit the circumstances. 7) They were ready to follow through with their plan.

A Last Word About Lists

Children are suggestible. They hear actions described but rarely attend to the negative. It puts ideas into their heads. Rules forbidding things they had never thought of trying are particularly attention getting. Try this experiment: Don't think about an elephant. Stop it at once! Get that elephant right out of your head or you will be punished! See what I mean? Now try it on a roomful of people. How many obeyed you? Next, mention a long list of things that the elephant in their head is not to do. It must not be a circus elephant with spangles with a pretty rider in tights. It must not lift up its trunk. It must not eat hay or taken an apple from a bystander and put it in it's mouth. It must not have a baby elephant by its side. Emphasize the NOT all you will, the elephant thought is prominent in every head.

A list of no no's is merely a temptation, a distraction from boredom. How many words words words words words words, words, words, words, words, Oops! There's that elephant again!

A SCOUT LEADER CLAIMS THAT ALTERNATIVES CAN BE FUN

Running Laps

You don't have to consider alternatives to corporal punishment any more than you have to consider alternatives to drunkenness or taking drugs.

If you must have punishments other than hitting, there are dozens of things you can think of. In one school you had to run around the track a certain number of times. Yes, girls, too. This punishment seemed severer on the unathletic, but they were the ones who needed the exercise most.

You could, of course, walk around. One kid, confined to a wheelchair, had to push himself around. Some people thought the school was mean to him, but he felt good after he had done it.

Everyone was on their honor to complete their sentence. You had to get one other student as a witness. Such was student opinion that anyone who cheated was regarded with scorn and lost "face" with his schoolmates. Sometimes it was quite jolly. A boy and a girl who had been caught "petting" did their running together. Some guys ran laps when they didn't have to, because a friend had to run.

Track running didn't do much good in deterring misbehavior. But at least it didn't do any harm. And those grown-ups who demanded disciplinary measures were appeased.

Carry the Garbage Out

Another possibility is to give kids some useful but uninteresting work to do - something few would volunteer for, like floor mopping or cleaning up the garbage. If it is something that is necessary for the good of the school, very few kids will try to get out of it. Those who do will get no cheers.

A Boy Scout Troop that I led went camping on the top of a small mountain. We had a rough and tough troop given to cursing and fooling around, and occasionally smuggling in cigarettes and beer. (Taboo in the Scouts!)

The boys slept in lean-to's. There were three lean-to's on the very top of the mountain. It was a rugged climb. I chose this place because I figured the somewhat overweight Scout inspectors wouldn't come up very often and bother us. They came up just once, puffing heavily. I yelled, "The inspectors are coming!"

Everything got straightened up fast. No contraband. "Yessir!" said the toughest, instead of "F--- you!" The inspectors went away pleased.

Old man Garel was my co-leader. He was a wonderful guy and knew just how to take the boys; to be permissive on unimportant things like bad language, and very strict about important things like fire safety and dangerous knives. He tried to discourage smoking.

Being up on the mountain had its disadvantages. We had to keep bringing water up and carrying garbage down. Bring up the water. Bring down the garbage. That had to be done maybe a dozen times a day. Garel got the idea of using this as a punishment. If a kid smoked or started a fight or swiped food meant for supper, it was, "All right, punk. Here. Take this garbage down and bring the water up!"

It was amazing how the toughest kids would always obey him. First, they liked Garel and knew he liked them. Second, they knew carrying the water and the garbage was for the good of the troop. However, often there weren't enough punishments, and volunteers had to tote the water and garbage.

I remember one boy, Larry, dumping two garbages and coming up with two buckets of water. Garel said, "Thanks Larry. You did you good deed for today."

"Good deed, nothing! said Larry. I just finished two punishments. Now I'm going to commit my crime."

He lit a cigarette & blew it in Garel's face.

James Wallerstein
Mount Kisco, N.Y.

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Chronicle photo by Tom Hoepf

Since cutbacks have eliminated daytime custodial workers at Marshall High School, a regular sight Wednesday afternoons is the student litter patrol. A new school policy this year allows teachers to assign tardy students to detention. Plastic garbage bags in hand, dozens of the untimely youths serve their detention time picking up litter on the school grounds.

MARSHALL, MICH.
CHRONICLE

11/8/79

IN-SCHOOL SUSPENSION

A variation of "time-out" designed for older students that has fiscal advantages as well as closer control over the student and that escapes criticism directed at the "throw-them-out" habit is the in-school suspension. Ideally it is applied only to those students whose repeated unwillingness or inability to conform to school expectations would otherwise have required separation from the school. Used properly it seems to be effective and to have a number of fringe benefits.

It is not appropriate for law breakers. Alcohol and drugs are illegal for minors and thus must be handled by the juvenile division of the police department. It is not appropriate for normal human fallibility: a tardiness or a missed assignment, an abrupt reply or a curse word or two. Fighting is better handled by the principles of conflict resolution (which see) and parking violations are better corrected by suspension of parking privileges or other penalty directly pertinent to auto care. It will not improve the behavior of the one who forgets his gym equipment, nor of the one who chews gum, or who talks too loudly in the cafeteria. It had best not be used when the infraction is in doubt or for special education students. It should not be imposed for a first offence.

It might be the solution for the persistent absentee, the one who fails to accomplish anything academically in spite of much patience and for the one whose bizaare behavior may possibly need referral for psychological testing and/or recommendation to a class for the emotionally disturbed. It may just be the ticket for the somewhat brazen son of the Mayor or the scion of the oldest family in town and one that has to be treated with kid gloves. If handled well and sparingly, it can win over parents who cannot take time to drive in after their child who missed the bus because of detention after school. It is also appropriate for the ambitious teen who has an after school job which he would lose if he were absent but who figures that a few absences from school will never be noticed.

Here's how it works: A regular classroom or some approximation thereof is provided with all the amenities including a pencil sharpener, scratch paper, dictionary, desks with or without cartels facing the wall and a teacher, an astute aide or other business-like adult who is neither overly sympathetic nor punitive in manner or stance. The students — not younger than grade six — who have been assigned to in-school, in lieu of out-of-school suspension — report to "Room 11" or some specific but unfunny

designated place at the regular time in the morning. He/she brings books, homework or is given assignments sent by the regular teacher. There the day is spent in total concentration on academics. There is no leaving until the end of the regular school day except to the bathroom during times when other students are not there. Lunch is brought in and eaten at the desk. The aide or teacher monitor, (which may change several times during the day) will answer questions related to school assignments but does not engage in debates about what's fair or about the character of the vice-principal or any other off target topic. It is essential that regular class assignments be provided by the regular teacher and that it be given the same attention and credit as that of any other child. The day is considered an opportunity to catch up rather than as disgrace or penance.

If a second such suspension should prove necessary, the school counselor arranges an interview to dig a little deeper into the causes of the lack of regular progress and/or to provide whatever insight, advice, understanding, ideas that might seem helpful.

Under no circumstances should students be given a choice between detention or swats. That many boys choose the paddle is often used as a justification for paddling. "The students prefer it," is, to put it mildly, a cop-out. The in-school suspension is an opportunity to face up to responsibility so that change has a chance. Accepting blows partakes of bargaining: "What I did is paid for by what took. I have no further debt."

CRIMINALS ARE SIMPLY PEOPLE WHO SPEND THEIR WHOLE LIVES AVENGING THEIR MISTREATMENT AS CHILDREN AT THE HANDS OF ADULTS

KARL MENINGER, 1978

Part Two - Preventions

PERSUASIVE LEADERSHIOP IN THE MARINES

DISCIPLINE, according to Webster's Third International Dictionary used to be related to disciple and meant a certain body of knowledge learned from a leader. The word has been demoted to mean punishment particularly relating to armies and schoolboys. And among educators, it has been demoted still further to mean corporal punishment.

In the armed services, corporal punishment is no longer used. The Marines revised their rules in 1957 after a drill sergeant had led a disciplinary death march into a bog where six recruits died. The new regulations forbid the drill instructor from touching the person or the clothing of the recruit — with minor gentle exceptions — and "any fracture, concussion, contusion or welt shall be considered prima facie of excessive force." Instead of thumping, recruits are now taught by "persuasive leadership."

Persuasive leadership in the schools leans primarily on preventive measures which include an interesting set of curriculum offerings to keep students involved in studies they see as meaningful, and an atmosphere of courtesy, dignity and friendliness as well as machinery for settling disputes before they escalate into disorder. There are many systems that speak to these ends and many books have been written outlining ways to run a smooth school without physical confrontations between students and teachers.

A few of these follow. More are possible. Just as everyman makes love in his own way, so there is a gamut of styles that range from rape to ecstacy. In schools there is also a gamut of administrative styles that range from brutal to benign to superb. The ideas here presented can improve the style of those who want to move beyond benign into the "class" category. Those who enjoy brutality probably will gain little because the spirit with which a reform is undertaken determines the outcome.

> No technique or procedure can overcome the inability, misunderstanding, or malice of the people who exercise it. There is no technique — no matter how elegant — that can't be made totally ineffective or even destructive by personnel who do not know how to who do not intend to make it work.
>
> Citizens Council for Ohio Schools

'BODY LANGUAGE' KEY TO SCHOOL DISCIPLINE

Oh, if a look could discipline. Wait, here's a man who says it can. In fact, he says a close, icy stare to the count of three and a stern but calm voice can turn the disruptive student back to his/her studies.

He is Dr. Fredric H. Jones, a perceptive psychologist and consultant who not only knows every trick in the classroom disrupter's book and how to spoil them, but is passing the secrets along to teachers.

He has put together a package of instruction and discipline skills that teachers can learn quickly and use to return some semblance of civilization to the classroom.

Here's how it might work in one situation: A teacher tells her class to begin working arithmetic problems. Within moments, little Johnny over there decides that his work paper would best be used as a paper airplane. Seeing this, the teacher walks over, leans over Johnny with her hands planted on his desk, looks him right in the eye, tells him quietly that airplanes are out and arithmetic is in, continues to stare to the count of three, and leaves. Johnny develops a sudden interest in numbers.

Now, Fred Jones is an easygoing guy with a friendly face, but when he lowers it to a range of inches and fixes a laser glare and softly gives a command, even an adult is compelled to comply.

"Physical proximity is probably one of the most important elements," he says. "Another thing is quick response to disruption. A lot of teachers mistakenly believe that if you ignore it, it will go away. It never goes away.

"Respond early and from then on it's mostly body language, facing the child directly, having a tone of voice and a facial expression that conveys that you mean business.

"Eye contact is very important. All this body langauge stuff conveys that I mean business. I'm willing to follow through and I know what to do. It's 95 percent body language.

"What most people think of as discipline is ineptly delivered discipline," Jones says. "That is the raising of the voice, threatening, sending a kid to the principal's office.

"When it's done effectively, discipline is almost invisible, so low-key and so precise, just moment to moment, that it prevents rather than terminates the majority of disruptions. One of the

things I have to train teachers to do is to keep their mouths shut."

For more information on the forms of consultation in classroom management training available contact:

Dr. Frederick H. Jones
64 Alta Vista Drive
Santa Cruz, California 95060

Dr. Jones is the author of:
Positive Discipline and Instruction
Mc Graw Hill 1984

WEE PALS – Morrie Turner

"I WILL NOT LET YOU FAIL"
MARVA COLLINS, MASTER TEACHER

Mrs. Collins' WEST SIDE PREP has appeared on 60 MINUTES and has been written up with enthusiasm by dozens of popular magazines. This information comes from the August, 1981 issue of GUIDEPOSTS.

Infectious enthusiasm. Above the entrance it says:

ENTHUSIASM IS THE MAINSPRING OF THE SOUL: KEEP IT WOUND UP AND YOU WILL NEVER BE WITHOUT POWER TO GET WHAT YOU ACTUALLY NEED.

Correction is tempered with a loving tone, and a compliment at the same time:

"TYRONE, THE LORD DIDN'T MAKE YOU A FROG TO GO JUMPING AROUND LIKE THAT. HE MADE YOU A HANDSOME BOY."

The children are challenged to rise above their own expectations of themselves. She tells them:

"SUCCESS DOESN'T COME TO YOU. YOU GO TO IT. THERE'S NO PAYCHECK UNTIL THE WORK IS DONE. YOU DON'T GET A REPORT CARD UNLESS THE HOMEWORK IS DONE."

Insistence on standard English:

"WELL-SPOKEN ENGLISH IS PART OF YOUR PASSPORT TO SUCCESS."

No reading pap. Students start with interesting fragment from the classics.

"I START THEM WITH THE SCENE OF THE WITCHES IN MACBETH."

Reading aloud in class, each child taking a turn.

"IT KEEPS THEM FROM MISPRONOUNCING WORDS AS THEY ARE LIKELY TO DO IT THEY READ SILENTLY. ORAL READING IS BENEFICIAL TO PUNCTUATION, VOCABULARY AND STYLE."

No workbooks, no government funding, no audio-visual programs or other "teaching aids."

Each student is expected to read one book every two weeks, memorize one poem per week and write one well-constructed composition a day.

Mrs. Collins goes over each child's homework each day, and it is returned for correction and improvement. They know she cares.

MONTESSORI EDUCATION

Montessori education, as a reflection of the life and work of Dr. Marie Montessori, is an approach to the child free of the fear, punishment and manipulation of children typical in traditional school classrooms. The source of such an approach is the individual teacher's inner committment to three fundamental principles: 1) Observation, 2) Individual Liberty and 3) Preparation of the Environment.

Dr. Montessori, the first woman medical doctor in Italy, began her scientific study of the child in the early 1900's with retarded children. Her success with these children, previously considered and treated as hopelessly "insane," led her to consider a broader application of her work with normal children. In 1907 she established her first Children's House for young children of poor working class parents in crime ridden slums of Rome.

Since 1907 the application of these principles has been successfully extended to rich and poor in many diverse cultures and in many social settings.

The effective application of Montessori principles with the child under six results in the phenomenon Dr. Montessori termed "normalization" — a profound shift in the child's general condition of disorder and caprice to a state of harmony, concentration and spontaneous self-discipline. Such normalization provides the basis for the child's subsequent happy and constructive activity without the need for the traditional forms of adult control, force or punishment.

Principle 1 — Observation

Observation as a Montessori principle is a total sensory awareness of an event or occurrence, comparable to that of the scientist — open-minded, non-prejudicial, inquiring, humble. Such precise and refined observation skill enables one to accurately perceive the moment to moment needs of a child as a genuine expression of its natural, spontaneous development.

Principal 2 — Individual Liberty

The adult's committment to the child's individual liberty is vital to the emergence of qualities such as self-discipline and independence. Coersion, force, manipulation of the child is inappropriate.

Individual liberty communicates to the child the opportunity to make mistakes. Learning is a process of trial and error in which the child discovers and corrects his own mistakes. Guidance in

the proper use of materials is generally communicated through the design and arrangement of materials and the orderly arrangement of physical space and elements around the child.

Social grace and courtesy are communicated indirectly to children through the adult's own behavior and lessons given based on specific interest.

To offer the child reality, as opposed to random fantasy and chaos, require that the adult communicate clear directions to the child consistent with such choice: e.g. "Come here," "Sit down" "Turn around" "Work quietly" "What work would you like to do now?" Such directions focus and awaken interest in reality and enable the child to conform through his own self-disciplined will.

Principle 3 — Preparation of the Environment

The adult's primary concern is the environment around the child, rather than the child itself. To prepare the environment is not a single event but rather a continuing process, a flexible interaction with three basic components: other children, physical elements and the adult. Neat, orderly and precise arrangements

of these three and the resolution of detrimental influences, results in the emergence of the child's true nature.

Classroom management in Montessori education follows the notion: **Control the environment, not the child.** The Adult component — reflecting one's own personality — may prove to be the most resistant. Essential are the qualities of patience, humility, courage and integrity.

In the Public school classroom

Experimental application of Montessori principles with older "unnormalized" children seems to indicate that these principles provide a most potent and effective remedy and approach to peacefully resolve severe misbehavior and enable maximum learning to occur. Certainly the continued use of punishment, fear and manipulation with older children would only seem to deepen and exacerbate the detrimental influence of such wrong treatment at an earlier age.

"... every defect of character is due to some wrong treatment sustained by the child during his early years."

Montessori's *Absorbent Mind* p. 199

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CONFLICT RESOLUTION

"I was riding my bike last Thursday," reported Chris, a third grader, "when a big boy grabbed me and knocked me over. He started laughing. I got up and said, 'Hey, that's great. Really neat. I always wanted to do things like that but don't know how. Can you teach me?' And he looked at me like I'm crazy, so I asked him again, but he started shaking his head and walked away. So I picked up my bike and rode some more."

Chris is being taught how to avoid fights by using a system called Assertive Conflict Resolution. His teacher learned this from the American Friends Service Committee, Upper New York State Area Office, which trains teachers to use their classrooms to help children develop the ability to resolve conflicts assertively. The third grader had learned to respond affirmatively to the kind of situation that usually erupts into a fist fight or a beating of one boy by another.

"Traditionally, human behavior has been seen to be either aggressive or passive," said project director E.M. Hayes. "Knowledge of only these two responses traps children into either hitting back or getting hit. Assertive behavior breaks this trap and says, in effect, "I can stand up for my rights while respecting your humanity."

(A laughing skeptic might say it was brains beating brawn. The bigger boy was thrown into confusion by the cognative dissonance of getting a friendly response when he expected a fight. The smaller boy had been armed with the sharper lance of the clever comeback that milked the aggression of his would be opponent instead of validating it by responding in kind or by admission of defeat by helpless tears.) Well, what's wrong with that?

"We get caught up in shouting matches or backing people into corners. That makes a tense situation worse without our realizing it," says Hayes. ACR sessions help children understand their actions and the effect they may have on conflict situations. Then we can begin to explore new, creative ways of response.

Among the methods used are: role playing in a simulation of conflict situations, puppet shows for introducing new ways to respond to conflicts, and the designing of games to develop listening, articulation, imagination and cooperation. Mr. Hayes conducts workshops and has published *"A Teacher's Workbook: Assertive Conflict Resolution Through the Classroom."* For more information: American Friends Service Committee

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TEACHER EFFECTIVENESS TRAINING

A well-disciplined classroom does not come about because the teacher has disciplined many of the students therein. That sounds like a paradox, doesn't it? Contradictory nonsense? The trouble is with the multiple meanings of the word discipline, and that in different contexts it means different things to different people.

Thomas Gordon in his **Effectiveness Training** series distinguishes the noun "discipline" from the verb "to discipline," and finds a profound value in recognizing the difference.

> Everyone values having discipline in the classroom (the noun), which implies order, rules, regulation, consideration for the rights of others, government — all necessary elements to make both teaching and learning possible. However, the verb, as in "disciplining the students" usually means the teacher employs some sort of external control.

The assumption that Dr. Gordon disputes is the commonly held belief that forcing a child to obey adult authority by dispensing punishments and rewards results in a child internalizing the lessons and becoming a self-disciplined adult. The fact is children raised by authoritarian methods rebel just as soon as they are able. Adolescents break loose from imposed controls and, having no self controls of their own, swing wildly out of control or look to each other for guidance. On the other hand, children taught to make choices within the limits of their years and to experience the pleasures and discomforts (again within the limits of their years) of those choices, do not go through periods of baffling disorientation, do not suddenly hate their parents, drop out of school, fall into desperately uninformed life styles. They are able to say "No." to activities of others, not because they fear being caught out because they themselves prefer other activities.

Obedience depends upon the power of adults to force their preferred activities onto the children. Gordon would teach parents and teachers to learn interpersonal skills that will enable them to establish relationships with children that are egalitarian, collaborative, synergistic, collegial, reciprocal, mutually beneficial and democratic. Effectiveness training replaces control with influence; it replaces dominance with leadership; it replaces win-lose methods of conflict resolution with a no-lose method.

Those who believe that the only alternative to adult authority is dangerous-permissiveness forget that they use a third method in getting along with friends, spouses and co-workers. Here, ordinary conversation works most of the time, but when differences

arise they can be worked out with discussion and particpatory planning. The same courtesy can be extended to children.

The core of the Parent Effectiveness Training and Teacher Effectiveness Training (P.E.T. and T.E.T.) is teaching adults how to live democratically with children. This No-lose Method requires ongoing respect for each others' feelings and well being. Adults must be taught to listen and show empathy when children share their feelings and problems. They must learn to listen as well as a professional counselor - a special kind of listening that makes children want to confide and, in turn, be willing to listen to the adults.

One of the important aspects of this approach is semantic. Teachers learn to recognize denunciatory remarks, "You are a nuisance," "You are lazy," as "You messages" and to substitute "I messages." Instead of, "You look like a bunch of cheap floozies," a remark certain to lose the last smidgeon of cooperativeness, a teacher might send instead an "I message:" "I find it difficult to concentrate on the lesson while looking at a roomful of wide-open mouths chomping on wads of gum." Said with a self depreciating smile a teach may expect laughter and quickly closed mouths. I-messages can be: I need, I want, I have a problem, I would appreciate, I need help in ways that are open, honest and direct rather than manipulative. By being self revealing rather than blaming, assertive rather than demanding or commanding, students modify their unacceptable behaviors out of consideration for the teachers' needs, not from obedience to authority.

The difference between coercive control and influence, between the assumption of power and persuasion, is more than mere semantics although is starts that way. A subtle attitude change takes place in the relationship between teacher and class that obviates any need to discipline in the old sense.

The course in Teacher Effectiveness Training takes 36 hours and may be spread out over 12 weeks in weekly three hour sessions of compressed into an intensive 5-day experience. It includes active participation, role playing and discussion of the personal teaching problems of the participants.

Effectiveness
Training Incorporation
531 Stevens Avenue, Solana Beach, VA 92075
(714) 481-8121

MINING FOR GOLD

In the Gold Country of California in the Sierra foothills, some children, as everywhere, find regular school intolerable. They and the school are relieved when they are suspended. But that is not enough. They are Americans, will vote, drive cars, get jobs, marry and raise families. The responsibility of society for training them to contribute to the general welfare rather than merely accepting it, continues until they are of age. Many Americans including a few millionaires, some politicians, a number of actors and playrights and even some in Who's Who, were high school drop outs. Others, of course, are in jail or should be. We cannot expel them and imagine we have solved a problem.

In the Gold Country, in a town between Calaveras where Mark Twain was amused and Columbia where modern entertainers make movies (*High Noon* for starters) Principal Elizabeth Atkins mines the misfits for gold. She usually finds it.

JIM RODGERS
Farm life is for me. Most people don't know I'm a musician. What's wrong with playing a clarinet on a tractor.

BILL HUTCHINS
I am not a school-person, but I like this one. I hate people who think they are tough. You don't find that here.

GABE TARANGO
The important thing is the starter motor.

DON GRAHAM
I like a good time, and that does not include school, but I'm proving I can put up with it.

One way or another the students ask her:

"Hey, what kind of a school is this, with no bells ringing to herd you into hammerlock seats facing crumby blackboards scribbled over with musty ideas, none of them important in the operation of my world? What kind of a school is this where they ask your name and than use it as if it were a cherished thing, and not just a toy in a game of chance encounters across a desk or in a hall or a gym or an office? What do they mean when they say to me that I make a difference, that I am a true person, born of woman like all the rest and capable of loving and dreaming and trusting and caring and sharing and of courage and even honorable deeds? I mean, is this a school or what? Do they mean they like me enough to shed tears for me and teach me what they know, and learn from me what I know? Do they mean it when they say that love and humor are the daily assignments and common decency is the basic rule of conduct? What are they trying to tell me — to smile and relax and think for myself? Why do they tell me to try and love myself and that if I do, great strength will flow from that love?

"Don't they know who I am? Don't they know?

"And if they do and they still believe in me, could it be that I will try to prove them right? Could it be that all the others were wrong about me? Could this be worth trying? Could this be my time to straighten it out and confront some confusing ideas, release some useless pain, shed some emotional baggage, solve a few long time problems?"

CHANA CHASE
Everybody tells me I have a lot to offer and I am now in the process of convincing myself. Actually, I don't mind. It gives me something to do.

DAVE STARRETT
Now I know that if everybody does it, it might not be right. Hooray for free will!

CREATING A REACTIVE ENVIRONMENT

Much of the poor behavior students exhibit at school is due to their lack of knowledge about what is good behavior. There is always a plethora of commands on what is not to be done, but there is a lack of permissions for what should be done. I have heard students chastised with, "Don't you know how to act in an assembly?" The question comes very close to getting at the truth; the answer is probably, "No. I don't know how to act in an assembly as no one every took the time to tell me." That is what going to school is supposed to be all about, learning what to do, how to do it, and where to do it.

Positive Parenting

Some stores use a subliminal effect to plant messages in the minds of employees and shoppers concerning shop lifting being immoral. At schools we don't have to go that far because we have many adults on campus who can continually give these messages at every opportunity. The students upon repeatedly hearing these messages will incorporate them into their minds as positive parenting. When an incident occurs where the correct messge should be given, the student is more likely to hear it and respond if it has been said to him many times in passing. IT REALLY WORKS! I tell my staff that they need not confront a student who is smoking or doing other troublesome acts, but they can give a positive message about what the student should be doing, such as: "We don't smoke on campus."

Not Fear

At our school, the students respond by removing their hat, cutting out potentially troublesome horseplay, stopping smoking, stopping loitering, going to class, picking up litter, etc., simply by seeing one of the adults who have given them the message in the past. It is not out of fear, but by understanding what is right because they have heard it. I make a point of giving positive image statements over the intercom almost every day. "We have pride." "You did a good job keeping the campus clean today." "People come to visit your school because they have heard about how well you behave." "Show our visitors that we are the friendly school they have heard about." "We are short of help in the office today and we need your help in having a trouble free day. Please cooperate." AND THEY DO . . .

Needs No Funding

Punitive measures such as spanking and wholesale suspensions would never get results like these. Try creating your own reactive environment at your school. It doesn't require outside funding.

* * *

As a school administrator. I know that many bell and bus schedules, as well as rules and regulations, are maintained and supported even though we are aware that they often cause discipline problems. They were created in the first place, not for their educational value, but for the convenience of the adult population of the school. The inconvenience comes when we have to deal with students who get caught in the "traps" and we must do something to them for their transgressions.

Inadequate passing times, unreasonable rules of conduct, repressive "free time" rules, one-sided demands for respectful behavior to adults, and inappropriate adult behavior all contribute to producing discipline problems. Because student behavior often reflects the demands of their environment, it would be well for us to examine the rules and roles at our school sites in a new light. If we were to do more with the students, there would be less need to do things to them.

Harold F. Zuckerman
Principal
Fremont High School
Oakland, Ca.

Protect the Breakable

Vandalism can be reduced markedly by attending to the character of the space. Some places invite graffitti; other places are so beautiful that even the most hardened walk on tip-toe. "Researchers now estimate that two-thirds to three-fourths of all vandalism is stimulated by characteristics of the setting itself," said James Wise in *Psychology Today*. He advised "target-hardening" public places. "De-opportunizing" the targets subtly steers users away from acts of destruction or defacement.

A well kept building where any debris is swept up immediately, paint is redone, broken glass replaced, where flowers bloom and trees are trim, is far less likely to be vandalized than a building carelessly kept.

The ecological approach takes a wider view of discipline than merely order in the classroom. Most serious behavior problems take place outside of organized classes — before or after school, in the halls, bathrooms, on the bus, in the cafeteria, at athletic events, at dances. These less well supervised areas can invite courteous treatment or can enhance rowdyism depending upon not only the neatness of good repair, but such factors as the color of the paint, the height of the ceilings, the width of the sills, the weight of the chairs and tables and hundreds of similar concerns. Architects and interior decorators, gardeners and grounds-keepers, sanitation engineers and those who regulate the heating, lighting and sound proofing of the school buildings are disciplinarians once removed, but their skill and concern is no less vital.

Students can be enlisted to help keep their premises tidy both by way of organized campaigns and by assigning despoilers the task of cleaning up after themselves. School pride should definitely be planned to include more than winning athletic teams. The art department, too, should be a matter of pride and loyalty.

Environment also includes the sounds in the air. A mechanical drawing teacher kept otherwise troublesome boys working steadily at their drawing boards with soft continual music — no vocals, no commercials. Has anyone tried soothing music in the lunchroom?

PRAISE

A steady stream of criticism can drive anyone up the wall. A child subjected at home and at school to little but, "You done bad!" will rise like a hungry fish to a bright fly at even the crudest of compliments. Such a child can be enlisted in any gang and will attempt any daredeviltry for a small expression of esteem.

Praise is so potent a lure that it is amazing how often it is ignored in dealing with children. We constantly remind them to say "please" and "thank you" yet rarely use those courteous phrases to them ourselves. Teachers who use even a modest amount of approval have far fewer discipline problems than the constant carpers. Psychologists have to remind us to "Catch the child being good".

An experiment with young children carried out by Jerry Martin of the Department of Physical Medicine at the University of Minnesota clearly showed the difference. Verbal reprimands for off-task behavior kept the children working longer than praise or letting be, but as soon as the experimenter left the room, the children turned to whatever tasks had not been associated with reprimands. Continued interest on their own was reserved for those tasks that had been favored with praise or no comments.

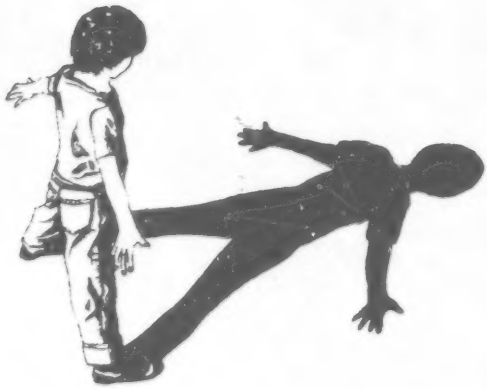
Praise may be verbal or non-verbal. Smiles, nods, displaying accomplishments, providing awards, listing honorary jobs prominently (and changing them weekly), delegating responsibilities, and the like, can be even more effective means of praise than simple expressions of "Fine work!" or "Good boy!." In fact these latter are subject to misuse on occasion and can even turn into insults.

A film made by a behaviorist to explain his use of aversive stimuli showed two retarded institutionalized boys of 17 and 19 seated at school desks with pencil and paper. An attractive young teacher stood over them ready to praise any approximation toward writing their names. Slumped and dejected the boys hunched over the writing arm; one let his pencil slide directionless down the paper. "Good Boy!" cried the teacher enthusiastically. It was not long before the boys had been baited by this indignity into picking up the chairs and attempting to attack the teacher (but not the camera). The purpose of filming this display had been to prove that the young men were incorrigible and in need of corporal punishment, but any perceptive viewer could not avoid doubts about the value of "praise" as an all purpose manipulator.

Appropriate praise was used in another school for older retarded teens in that the boys were taught to saw discarded lumber into stove lengths, to weave rugs and wall hangings to make simple household repairs. They were paid real money from the sales of their work. For recreation they were taken bowling. Being accorded the dignity of age-appropriate assignments was the highest praise, but the small verbal courtesies and comments were also lavishly bestowed. Discipline problems were rare indeed.

Praise can be reserved for those who deserve it but the most successful teachers use it freely and non-contingently. Saved for use only in the sandwich method of criticism, with a compliment first, then the bad news and finishing with another bit of praise, may ease a difficult situation with adults. But used too often with children may cause them to cringe at every compliment, knowing that a nit-picker is certain to follow.

A delicate instrument, praise, it best flows from a naturally generous nature, tempered with keen awareness of the effect it produces.



PADLOCK THE CANDY DISPENSER

Too much sugar in the diet leads to anti-social behavior. This theory led to the so-called "twinkie defense" in which the murderer of two public officials was given a sentence of only five years due, at least in part, because the defense claimed he was suffering from "reduced capacity" because he had been living on junk food loaded with sugar.

There was and still is wide-spread indignation about so light a sentence for so heinous a crime, but there is growing evidence that a diet heavy with sugar does lead to low blood sugar as the body over-compensates. This in turn causes headaches, irritability, agitation, frustration, and tendencies to blow up. Other sugar related diseases include diabetes, obesity, vitamin deficiency, dental caries, and complications of other disorders.

A number of studies of delinquents has shown that reducing the sugar in their diet improved their behavior. Barbara Reed, a probation officer in Ohio persuaded many of her charges to improve their diet by reducing sweets. Her recidivism rate dropped so low that judges were impressed. She had data from over a thousand subjects. At the Virginia Tidewater Detention Center in Chesapeake, the diet served the inmates was modified and the number of incidents requiring formal disciplinary action was cut in half. The study was extended and enlarged. Controls for age, race, gender and the offense for which each youth was arrested were recorded and data was collected for 276 cases. Of the 934 incidents reported in a year, an 83 percent reduction in assaults was noted and a 55 percent drop in refusals to obey orders. And at the University of Maryland, criminologist Diana Fishbein who has been researching the connection between diet and maladaptive behavior, says that although there is nothing conclusive yet to link sugar with delinquency, there are distinct signs leading researchers in that direction.

Scolding children about candy is futile. Just keep it unhandy.

* * *

LINING UP

A teacher of second grade in Philadelphia confessed that her 7 and 8 year olds were noisy and disruptive in lining up. "I have them line up in alphabetical order or else by height. I have tried different ways but I can't get them to be quick and quiet."

"What actually are you trying to teach?" asked Norman Newbert, director of Affective Education. "Alphabetizing skills? Perception of size?"

The teacher thinks for a bit and said, "I'm really concerned about sending children safely from a controlled classroom setting to an uncontrolled playground situation. If 30 children race helter-skelter from one place to another someone's bound to get hurt."

Teaching safety, the real lesson, is a valuable one. Discussing this with the children provides them with an opportunity to learn real discipline, rather than a lining up gimmick. Discipline is a rigor of social organization; it's not punitive. "If you truly want to move from a teacher-dominant situation to develop independent students, this awareness is essential," said Newman, according to a report by Fran Castan in the Scholastic Teacher in Sept. 1973.

* * *

RAINY DAYS

I know a gentleman who used to teach in Crescent City (where it rains a lot) and he used a gimmick which I think has merit. To control restlessness on the rainy days, he would periodically during the day give his "Special Quizzes". These could come at any time and whenever he called one everyone put their books in the desk and got ready. The kids were really competitive about them. His quizzes would involve questions like Who is Mickey Mantle, What's on Channel 5 at 8:30 on Tuesday, Where's the Best Place to Get Air in your Bike Tires? What's on the corner of Main and Second, Etc. The non-book type kids usually (not always) excelled at these; the goody-two-shoes didn't do so well. It was a great democratic evener in addition to educating for awareness of the outside world.

Elizabeth Atkins
Sonora, Ca.

THERAPY

Teachers cannot be expected to be professional therapists. The difference in the per hour pay scale is significant. But a few stories about therapies that worked well with very difficult children may be found interesting, and provocative of fresh ways of thinking.

One youth who had a violent temper had punched an assistant principal and was expelled from school. A therapist worked with him and made a movie of the boy as he became violent. The youth was shocked to see himself as his muscles tensed, his fists clenched and his face became distorted. Relaxation techniques with deep breathing and self hypnosis when he felt a "mad" coming on and learning to walk away until he cooled off, made it possible for the youth to adjust. In spite of some back sliding, he returned to school and graduated with his class. This story, along with many more, is told by Howard L. Millman in his book, *"THERAPIES FOR SCHOOL BEHAVIOR PROBLEMS"* published by Jossey-Bass, San Francisco, 1981.

An exercise based on this idea of making a person aware of what the body looks like during an emotional state was used by a teacher of physical education in a once a week class in Health when the topic was Mental Health. It was not tied to any particular behavior problem but individual members of the class reported positively long after the exercise.

"What does it feel like to be angry? Where do you feel it?"

"In my head. It feels all tight."

"In my arms and hands. I want to punch somebody."

"I fell it in my stomach. I feel like throwing up."

Each recognized that anger could have many expressions. The teacher's only contribution was a short explanation of the adrenal gland and how it worked and it's purpose and value to primitive people. Sometime later, one student reported to the class, "The next time I started to get mad, I began to think where it was. Was it in my feet? or in my mouth? Then my nose began to itch and I burst out laughing."

THE TRAVELING SCHOOL

Since 1972 boys and girls from a variety of background have participated in a summer program known as Traveling School. Many of these youths have come from troubled (delinquent, truant, drug abuse, etc.) backgrounds. The program in which they participated in is a six week tour throughout the western states and Canada on a school bus. Daily activities consist of running, journal work, group discussions, role playing, and sight seeing.

The purpose of Traveling School is to have young people realize and be responsible for the barriers they create in life so that they can express themselves as competent, loving, trustworthy individuals who make a difference in their families and communities.

It has been my experiences as the director of this program that self-realization is a far more powerful deterrent to deviate behavior than any sort of punishment or consequences. When a person tells the truth about him or her self, that person sees both his or her hidden motives as well as the consequences or hidden costs of that action. Traveling School has been designed to empower these youths to claim control of their lives. Trained leaders work with the entire group and with individuals in guided activities which allow the students to break through the defensive thinking that keeps them trapped in the same patterns of self-destructive behavior.

There is no mystery to doing this. It requires only a commitment to the truth and the support of a compassionate individual. Compassion is not being so empathetic with the individual that one gets sucked in to his or her pretenses. Rather, it is loving the individual so that one has the courage to press him or her just beyond the perceived limits. It is in this area that breakthrough takes place.

While this appears intangible in principle, the practice is simple and can be done anywhere, any time. It starts with a commitment to completeness. This means not being lazy. It is the little things, the incidentals, where the greatest opportunities for breakthrough occur.

In Traveling School we let nothing go. Cleaning up after oneself, telling the truth about exaggeration or word-play, giving 100% to a task are demanded. When it doesn't happen, everyone stops. I have pulled the bus off the road for a group meeting to

deal with paper thrown out the window. No activity has priority over completeness. The point is that everything the kids do matters—one way or the other. Only by stopping to look at the results can the kids become aware of their contribution. In addition, leaders support each other in modeling this behavior as a demonstration of what it looks like to live our lives with integrity. We make mistakes—that is human. Then we acknowledge our error and take steps to clean it up.

Essential to this process is detachment. Our leaders give up domination, and their claim to being right, or to instruct through punishment. We see our goal as empowering these students to manage themselves with a sense of integrity and responsibility that is self-generated. We will not, after all, always be around to impose our will, wisdom, or artificial consequences upon them. Clearly then, no long term gains can be made unless it comes from within.

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BEST COPY AVAILABLE

THREE PRECONDITIONS OF CLASSROOM DISCIPLINE

There are three important preconditions to good classroom discipline. These constitute not a strategy for maintaining order but rather an overall "way of being" or professional posture—I search for the appropriate term—that in my view best provides a basis for effective discipline. The three involve the choice by a teacher to be 1) *Centered*, 2) *Connected*, and 3) to *Level* with students.

Centered. We all know people who are obviously in a general sense in balance as professionals. They are centered. There is a harmony to their manner; a grace, a dignity, a settledness to their being. They belong in the world. In contrast, we also all know teachers who are off-center. They are shakey, in disequilibrium; they lurch and churn through life. We see it in their physical posture. We can feel it. In my experience these individuals get picked on by students. There is simply something about them that says "it's appropriate to give me trouble."

The challenge is to achieve centeredness in the way that is best for you. For myself, I meditate and run, eat well (I do not want to try to be centered amid a caffeine buzz), and practice kundalini yoga. Find what works for you. Perhaps it is journal writing, a religious practice, a craft. What does center you?

Connected. To be connected in a classroom means to be wholly engaged, merged, with students and with the work of teaching. So often in our lives we are in a state of being partially involved, ambivalent, qualified in our participation. In teaching—well, in life in general—that brings trouble.

To be connected with students is feeling yourself in contact with students each moment, taking them into your experience, sharing yourself with them. This is in contrast to glancing at them, objectifying them ("third Hour"), or literally talking over their heads. To get what I mean, the next time you are in a restaurant make eye contact, see, be with, the waiter or waitress (another group we tend to distance ourselves from). Do not stare or try to compromise that person—but do be totally with them. See what it is like. Try it with students. Connect.

Another aspect of connectedness for me is to connect with the work of teaching itself. There are always a score of reasons not to fully engage the work of teaching (fatique, low pay, unresponsive students, an unappreciative administration, the distraction of other things in our lives, among them). But, as a matter of face,

you *are* there; so why not choose to do the work fully, with all of yourself. It's my contention that it is the way to be happy in teaching. And it is a way to stay away from discipline problems. There are of course other things in your life and you do those when their times comes, but when you teach, *teach*. Do it completely. Students talk about teachers who are "on top of it." I call it being connected. Things go better—especially disciplining—when you *really* do them rather than merely do them. We all can feel the difference. Connectedness is saying in a most fundamental way: I want to do this and I want to be with you.

Level. I seek to do what I call level with students when I want to get something across. By leveling I mean projecting the overall message that I have something to say, that I know what I am thinking and feeling and wanting, that I know what I am talking about, and that I am simply telling what is so. And I try to say it in "full voice"—my most mature voice, not that one I employed to whine away my adolescent years.

Perhaps it will help to contrast it with some alternatives to leveling: I am not blaming, shaming, fighting or embarrassing students. My experience is, try any of that and you get it back the thirty-fold by which they outnumber you. As well, it is not placating, beseeching, trying to get them to like me. Neither s it self-effacement or self-denigration (victims and the needy and the inadequate, unfortunately, get dumped on in schools). Too, it is not babbling on, talk, talk, talk (Speedy, wordy talk is associated with weakness by students). And last, it is not impersonal, this-is-a-recording talk. Really, it comes down to the message of a mature, call it congruent, human being who is saying, "I'll level with you." So work on leveling.

Is any of that helpful? Work with these ideas and see what sense they make in your work.

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Reprinted from: Holistic Education Newsletter

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QUITTING COLD TURKEY

Breaking any bad habit is best done sharp and clean, all at once and completely. To stop smoking gradually seldom works. Kicking the cocaine habit by substituting methadone sometimes works, but other times results in using both drugs.

Asked which alternative he preferred, a successful principal said, "The only alternative to spanking is not spanking." He added thoughtfully, "Who needs an alternative to cancer?"

The beginning of a new school year, the introduction of a new principal, a new superintendent, a new building or any natural break are good times to start a new regime. Planning ahead and securing the cooperation of a majority of the teachers may also be wise.

Punishing teachers for being poor disciplinarians is just as futile as punishing children. Both need help. In-service training is often a welcome change of pace and if well done by an enthusiastic leader can leave a residue of goodwill and high resolve. But in-service training for teachers is less vital than in-service training for administrators. Tone and morale are determined in the front office. If it is one of cooperative helpfulness, the teachers and students will respond positively. If it is one of snooping and pouncing, the best teachers will continue to carry on, the average teachers will deteriorate and the poorest will fall apart.

This booklet doesn't tell half the story. There are many more systems that are well worth exploring; William Glasser's Realty Therapy is just one example. There are many more original thinkers and planners among American teachers. We would like to include them in Volume Two. We hereby extend an open invitation to all to contribute their experiences, preferences, ideas and inspirations thus making volume two even more useful than this.

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